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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1849.

Read January 16, 1850, and ordered to be printed.

TRENTON:

PRINTED BY PHILLIPS & BOSWELL.

1850.

REPORT

OF THE

STATE SUPERINTENDENT.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, 2
PERTH AMBOY, January 15, 1850. 3

To the Honourable the Legislature of the State of N. Jersey:

In compliance with the requirements of the fourteenth section of the "Act to establish public schools," the following REPORT is respectfully submitted:

The education of the people, is a subject so deeply interwoven and connected with the welfare of our country, the perpetuity of our institutions, and the very existence of our government, that it cannot fail to receive the early attention and careful consideration of our legislature. No subject will be brought to your attention more worthy, since none is more calculated to benefit the people whom you represent, than that of the education of the children of the state; those who now fill our district school-houses, but who will soon be called upon to perform the duties of citizens, to exercise the great privilege of the ballot-box, and to fill the very places you now fill, as the legislators of the land. How these various duties are to be performed, depends in a great measure upon you. If, through your acts and resolves, the educational system of our state be rendered as perfect as it is capable of being made; if, through you, ample provision is made for the thorough education, both mental and moral, of the entire people, can it be doubted that the next generation will bring to the dis-

charge of their relative duties minds and hearts ready to sustain all that is good and honourable, and to avoid and despise all that is unworthy; men who, feeling all the obligations they owe to the state, will endeavour to repay them by an anxious care for its welfare and prosperity? Impressed with these views, and under a solemn conviction of duty, the attention of the legislature is called to the necessity of remodelling the existing school laws, so as to render the system practical in its operations, and furnish for *all* the means of procuring an education.

That the most unceasing care, vigilance, and unanimity of the state should be bestowed upon our public schools, cannot for a moment be doubted. They are the source from whence we are to expect the educated mind, which should direct, and the virtue which should preserve our free institutions. Let them, then, be kept free from all unholy and perverting influences; let them not only be made open to all, but worthy the acceptance and accommodation of all; so that all our children may be educated, as well in fear of the Lord, as in the desire of wisdom. Let the state consider all the children whom her soil maintains as entitled equally to her fostering care; let her public schools be places, within whose doors all distinction of sect, rank, or station vanishes; let the children learn in youth a lesson which will be forced upon them in later life, that, in this country, every thing depends upon self-exertion, and, as in school, all knowledge and all honours depend upon themselves, and the avidity with which they avail themselves of the advantages placed before them, so in after life all success in business, all elevation in position, depends upon themselves, and the proper direction they may give to their mental and moral energies. If such schools are established, and with such care and oversight, can it be doubted that the general tone of society will be improved, and the benefits felt in all our relations, civil, religious, and political? and, if so, can it be doubted that the legislature which shall provide and sustain them, will be entitled to, and will receive, the grateful thanks of the thousands who now, deprived of the light of science, look up to them for light amid surrounding darkness.

SCHOOL LAWS.

By the fourteenth section of the act, passed April 17th, 1846, it is made the duty of the Superintendent of Public Schools "to ascertain, from examination, and suggest, from experience, such amendments and alterations in the school law as may be required." In performance of this duty, the following amendments, suggested by the town superintendents and other school officers, or pointed out by personal experience, are proposed—

1. It is recommended that no district should be entitled to receive any portion of the public money, unless a school should have been kept therein for a period not less than four months the preceding year.
2. It is recommended that the Superintendent divide the public money in proportion to the number of children *actually attending*. This would be an encouragement to trustees to draw together all the children within the schools, whereas, as it now is, it is an advantage to have them stay away.
3. It is recommended that section 12th be defined, so as to render it clear who are entitled to the privileges conferred by it, although the Superintendent is decidedly of opinion that the Society of Friends are alone entitled to its benefits, as they, alone, of all the religious denominations, provide, by "their church discipline, for the establishment of schools and the appointment of trustees." Still there are others who disagree with him; and it will be seen, by reference to the report of the superintendent of Blairstown township, that difficulties have occurred, and a prosecution threatened.
4. It is recommended that the inhabitants of the several townships should have power to raise by tax, an amount equal to four times that received from the state. It is strange that while the law expressly gives the people the power to make such provisions, and allows such rewards for the destruction of wolves, wild cats, foxes, crows, black birds, and other noxious wild animals and birds, as they, or a majority of them, shall deem necessary and proper, it should bind them, by statute, not to raise more than a certain amount to guard against the evils of ignorance and vice, by affording

the proper means of educating their children. And while the law expressly authorizes the people, in town meeting assembled, to vote, grant, and raise such sum of money as is necessary for the maintenance and support of the poor, it expressly guards against raising more than a given sum for educating their own children, and thus guard against the evil of poverty. And while the people are authorized, by law, to raise any sum or sums of money they think proper for building or repairing pounds, opening, making, working, and repairing roads, and keeping them in order, the same law forbids them to raise any sum for building school-houses, or keeping them in repair. Strange inconsistency: far better would it be for the wolves, the wild cats, and foxes to run unmolested over our state, than for our children to want the means of obtaining an education; better for the crows and black birds to fly undisturbed by the ministers of the law, than our children left destitute of education: better, far better, that our roads were unworked by legal enactments, and our bridges unrepaired by statute, than the minds of our children should remain uneducated and their morals uncared for.

There is another great defect in the present law, in respect to the powers and duties of trustees, for, while it directs them to provide a suitable house or room, where a school may be taught, no provision is made to enable them to raise money to pay for it. It is therefore recommended that provision be made authorizing the trustees of any district, in which it shall be necessary to hire, build, or repair a school-room, to call together the taxable inhabitants of the district, by a written notice personally served, and, when so assembled, to organize a district meeting, and determine whether a school-house shall be hired, built, or repaired; and if a majority be in favour of either, then it shall be lawful for them to levy a tax upon the property of the district, in the same manner and proportion that other taxes are levied, for the purpose of raising such sum of money as the majority shall deem necessary and decide, and which shall be applied in the manner by them specified.

It is also recommended that some general provision be

made, by which the inhabitants of such townships as may elect, at their annual town meeting, to establish free schools in the township, may have the power so to do, without applying to the legislature for a special act. This would leave the subject of free schools directly with the people, where it properly belongs, and save the necessity of special legislation, by which the time of our legislature is at all times so much occupied. It will be seen, by the report of the town superintendents, that in very many of our townships a desire is expressed to have *all our schools free*. The time to consider this subject has arrived, and while we would compel none, we would grant an opportunity for all such as may desire it, to make their schools free. This subject is one of great importance, and deserves the attentive consideration of our citizens and their representatives. It is no experiment—it has existed from the earliest settlement of New England, and been attended with the most beneficial results. It is the system which has raised New England, in spite of all untoward circumstances, to the proud position she occupies, and enabled her sons to assume and maintain an exalted rank among the truly great of our land. They have been taught to consider the right of an education as inalienable as the right to the free air of heaven. On the tops of her granite mountains, in her almost sterile plains, are scattered her ten thousand school-houses: in them, with the earliest dawning of intellect, were her sons taught to fear God, to respect the laws of their country, and to feel that upon their own exertions depended their future success in life. And how nobly have the present generation maintained the character of their pilgrim fathers! Look abroad over our own vast country, in the far off regions of the West,

“Midst forests dark with aged oak,
Ne’er echoing to the woodman’s stroke,
Where no one sign of art appears.
Nor e’er one straw-roofed hut was reared.”

There “*They are.*” Visit our broad and fertile prairies, there, too, “*They are.*” Go into our splendid cities, and “where merchants most do congregate,” and among the greatest, there still “*They are.*” Do some of the mighty

nations fit out an armament to explore the frozen regions of the poles—seeking to acquire new territory, and discover some new avenue to wealth, lo! “*There they are,*” and there “they” will be, wherever danger is to be encountered, honour won, or wealth acquired. And wherever “*They*” are found true to their early culture, they have carried their habits of morality, of integrity, of persevering industry, to be a benefit and a blessing to that spot which has received them in their wanderings. These are the results of her free schools, and well may she point to them with parental pride, and cherish them as her richest jewels.

New York, too, after trying all other systems for a period of forty years, and tired of “wandering in the wilderness” of experiment, has, during the last year, submitted to her citizens the question, whether the schools throughout the state should be free, or not—has received the expressive yes, from a majority of 157,943 of her voting citizens. Does this speak nothing to New Jersey? does it not tell us, in emphatic language, not to waste our present time in trying experiments or systems which the experience of other states has found defective, but to learn wisdom from their folly, and to adopt, as soon as may be, that which has been found to stand the test of time, and, like a good tree, proved itself by its fruit? How much valuable time has been lost in New York, by trying experiments and systems which were long since exploded, and clinging to them until they had realized their folly. And must New Jersey do so too? Must we, also, try exploded plans, until we see the folly of it ourselves, and discarded systems year after year, while generation after generation is deprived of the benefits of a successful system of Public Schools? No, rather let us look to the right hand and to the left, and, examine with scrutiny every system, introduce that which is found to have answered best. Thus will we, as far as in us lies, perform our duty, repay, in some measure, the deep obligations we lie under to our patriot sires, by giving to all our children such an education as will enable them to appreciate and maintain the liberty their sires won.

We cannot, it is true, convert our coast into seaports:

crowded with the vessels of every nation; nor can we extend, nor would we if we could, our contracted dimensions as a state. But we can raise up a class of citizens capable of appreciating the benefits of our republican institutions, and bequeathing them unimpaired to succeeding generations. Thus can we make our little state a great one.

**SCHOOL FOR THE RECEPTION AND REFORMATION
OF JUVENILE DELINQUENTS.**

This is a subject introduced with great diffidence, lest it should be thought the Superintendent of Public Schools has departed from his proper duties, to assume those belonging to a higher official officer. But if education has for its object and end, not only the improvement of the intellectual, but the moral faculties of our complex nature; if its object is to render the rising generation more intelligent and more virtuous, surely it cannot be doubted that an institution contemplating the moral improvement of a class, otherwise not only left destitute, but thrown by necessity among our own children, to sow the seeds of vice and immorality, which will take root in any tender heart and plastic mind upon which they may chance to fall, it cannot be doubted that such an institution should not only be recommended, but established.

Objections have been brought against our Public Schools, by some of our most intelligent citizens, that, from necessity, they are open to every vicious and depraved child in the district, though that child may, by the leniency of a jury, or the excusable clemency of a judge, have just escaped a sentence to our prison, a violator of the law; one whose society every virtuous child should avoid, and yet a schoolmate, a companion, and too frequently a youthful teacher of vice and immorality to our own children. Is this right? if not, why is it allowed? Simply because the state has provided no place where offenders of this class can be sent where the deficiencies of an early moral training can be supplied; where the neglect of parents or friends can be remedied by the instructions of a pious and intelligent teacher, and where, "ceasing to do evil, they may learn to do well." The object of these institutions is the reformation of the juvenile offender. They are

to receive those who, if the punishment of their crimes were meted out to them under our present law, must be sent to the State prison, there to remain a greater or less period of time, and come out more hardened, with the felon's mark upon them, with a sense of injury sustained, and a determination to repay it upon their fellow citizens at the earliest opportunity. It is to take such, and alas! they are many, as, from a neglect of parents or friends, have never been taught their duty to God or man, or, perhaps instigated by the parents themselves, see no evil in committing trifling crimes at the onset, but by degrees are led to those of greater magnitude, involving the peace and happiness of society, and though young in years, soon become old in crime. It is to take such from the lanes and by-ways, and place them in a home and a refuge. How often are our juries called to sit in judgment upon a bright intelligent boy for some infringement of our laws: scarcely of an age to understand his responsibility, he is arraigned as a criminal. How often does it occur that, though the guilt is evident, and stern justice points with unerring finger at the record and demands his punishment, pity drops a tear, and obliterates it from the judge's roll. He is then to be sent out again to mingle with his old associates, his only endeavour to be more crafty for the future, and not be caught a second time. Not only with his old companions does he mingle, but he associates with your children, contaminating them more or less by his precepts and example. And how is this to be avoided? By sending them to the State prison, the only place the law provides? Will he reform there? Will he come out a better boy? Experience tells us emphatically no. But by providing a School of Moral Reform, where all such can be sent, and where, free from old associations and temptations, they may be led to see the error of their ways, where they can receive both mental and moral training sufficient to guard them against future temptations, where they may learn some useful trade, by pursuing which they can support themselves, and instead of being burthens upon, may become good and useful members of society. Such are the objects, such would be the results, of a Moral Reform School.

Institutions of a similar nature have existed for many years in Europe, and have also been introduced into several of our sister states, and been attended with the most beneficial results. The institution which is considered to possess the greatest advantages, as it is also the last established, is the State Reform School of Massachusetts, which would serve as a model, if one should be established here.

SCHOOL HOUSES.

In order to afford those desirous of erecting school-houses, upon the most approved principles, an opportunity of seeing what a school-house should be, several plans and elevations of buildings are appended hereto. By the kindness of Hon. Henry Barnard, Superintendent of Public Schools in Rhode Island, permission has been granted to use the plates and descriptions, from a work published by him on "School-House Architecture." These plans and extracts will be of some benefit to our citizens, but it is strongly recommended to every board of trustees intending to erect a new school-house, or remodel an old one, to purchase a copy of the work, which contains much valuable instruction upon the subject of ventilation, so frequently forgotten in our buildings; also plans for the internal arrangement of the rooms and furniture, the different kinds of desks and seats for children, and many suggestions which great labour bestowed upon this subject, and a long and varied experience as a superintendent, has enabled him to offer. No book with which we are acquainted contains an equal amount of information on the subject of school-house architecture, and no building should be erected without consulting it.

It would be a judicious expenditure of money, if the legislature would authorize the purchase of a sufficient number of copies, to place one in each township of the state, and they are respectfully requested to do so.

It would be an act of injustice to conclude this report without acknowledging the obligations we owe to the township superintendents and other school officers. Much, very much, of the improvement which has taken place is their work. To their zeal and persevering energy we are principally indebted

for the establishment of county societies and associations, for the formation of teachers' institutes, and the awakened and increased interest in behalf of public instruction. A perusal of their reports (extracts from which are appended) will afford much information of the history of our schools for the past, and give great hopes for the future.

The citizens of the state, generally, have shown more interest in the public schools, and evinced a disposition to place them on such a footing as will secure the approbation and support of all. This is proved by the increased amount raised by the townships for their support, amounting to \$17,381.06 over the sum raised last year, and by the increased number of children in attendance, being 3659 over the number reported as attending the previous year. If such favourable results have ensued, notwithstanding our very imperfect school system, and its binding restrictions, what may we not reasonably expect when these restrictions are in part removed, and the law so amended as to be applicable to the wants of the different sections of the state, providing for the interests of all, interfering with the rights of none, and securing to every child the advantages of a sound moral and intellectual education? To the legislature of the state this important subject is committed, confident that it will meet with that attention it so eminently deserves.

All of which is respectfully submitted.

T. F. KING.

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December, 1849.

COUNTIES AND TOWNSHIPS.

										Amount expended.
MERCER.										
East Windsor.....	11	11	713	133	144	109	7	393	7	\$399 96
Ewing.....	4	4	300	100	76	20	12	201	10	176 48
Hamilton.....	9	9	361	.....	.....	.....	.....	572	10	200
Hopewell.....	16	16	927	.....	.....	.....	.....	520	9	2 00
Lawrence.....	9	9	471	116	50	73	12	263	12	2 50
Nottingham.....	1	1	930	.....	.....	.....	.....	360	11	FREE.
Princeton.....	7	7	531	.....	.....	.....	12	329	.....	2,060 04
Trenton.....	1	1	1,135	.....	.....	.....	.....	50	12	429 53
*West Windsor.....	10	10	475	.....	.....	.....	.....	219	12	1,584 85
	63	58	6,449	331	270	201	123	3,352	10	784 85
PASSAIC.										
Acquackanonk.....	6	6	631	.....	.....	.....	.....	191	.....	\$433 88
Manchester.....	5	5	813	.....	.....	.....	.....	266	10	329 55
Paterson.....	2	2	4,623	.....	.....	.....	.....	195	12	762 00
Pompton.....	7	7	496	.....	45	105	5	157	8	160 00
*Wayne.....	11	11	691	.....	.....	.....	.....	320	5	316 00
West Milford.....	10	9	595	.....	.....	.....	.....	373	2	226 88
	41	39	7,907	.....	17	105	5	4,502	9	\$2,260 31
										\$5,533 39

Taken from last report.

COUNTIES AND TOWNSHIPS.

		SUSSEX.		GLOUCESTER.			
Number of children residing in the townsships.	137	7,281	909	919	113	17	5,165
Number from which reports have been received.	22	22	1,320	300	461	4	761
Number of children residing in the townsships.	137	137	7,281	909	919	113	17
Number of children residing in the townsships, between the ages of 5 and 16.	22	22	1,320	300	461	4	761
Number of children residing in the townsships, between the ages of 5 and 16, who have attended school any period, but less than 4 months.	11	11	655	11	11	11	11
Number of children who have attended school any period, but less than 4 months, but less than 8 months, but less than 12.	11	11	524	18	18	18	18
Number of children who have attended school 4 months, but less than 8 months, but less than 12, have attended school 8 months, but less than 12, months, but less than 15, have attended school 15 months, but less than 18.	18	18	936	6	6	6	6
Number of children who have attended school 15 months, but less than 18, months, but less than 20, months, but less than 22, months, but less than 25, months, but less than 28.	22	22	1,320	300	461	4	761
Whole number of children taught, as stated in the towns-superintendents.	137	137	7,281	909	919	113	17
Number of children taught.	137	137	7,281	909	919	113	17
Whole number of children taught in the towns-superintendents.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, less than 12 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 12 years of age and over.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, less than 12 years of age, less than 15 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 12 years of age and over, less than 15 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 15 years of age and over.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, less than 12 years of age, less than 15 years of age, less than 18 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 12 years of age and over, less than 15 years of age, less than 18 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 15 years of age and over, less than 18 years of age.	137	137	7,281	909	919	113	17
Number of children taught in the towns-superintendents, 18 years of age and over.	137	137	7,281	909	919	113	17
Amount expended.							

* Taken from last report.

Taken from last report,

COUNTIES AND TOWNSHIPS.

CAMDEN.		CAPE MAY.		ESSEX.	
*Cadden	3	300		300	\$1,175.00
Delaware	9	790		790	790.00
Gloucester	10	644		589	589.24
*Newton	5	470	None paid for two years.	917	917.87
Union	6	630	175	500	500.00
Washington	9	522	270	470	470.00
Waterford	6	447	100	334	334.00
Winslow	6	462	100	200	200.00
	54	46	4,315	645	9,723
Dennis	6	469	165	117	400
Lower	6	416	175	134	233
Middle	7	564	143	55	426
Upper	8	381	100	30	263
	27	27	1,630	413	1,335
*Belleville	4	854		798	11
Bloomfield	7	840		300	64
*Caldwell.	8	666		255	9
Clinton	8	539		320	92
Elizabeth	6	1,303		500	9
Livingston	5	297		180	9
Newark	9	3,375		2,629	92
*New Providence	5	276		180	9
Orange	9	1,041		327	12
Plainfield	2	556		321	9
Rahway	10	739		300	9
Springfield	8	435	130	164	10
Union	8	304	41	94	9
Westfield	6	399	73	238	2
	96	74	11,664	41	107
Taken from last report.					
					93

Taken from last report.

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.									
SALEM.									
Whole number of districts in the townships.	12	12	436	70	200	470	51	4,011	32
Number from which received.	14	13	614	107	107	107	13	310	12
Whole number of districts in the townships.	14	13	614	107	107	107	13	310	12
Number of children residing in the townships, between the ages of 3 and 16.	12	13	754	70	200	470	7	769	112
Number of children residing in the townships, but less than 16.	10	8	304	—	—	—	—	258	11
Number of children residing in the townships, but less than 4 months.	12	11	453	—	—	—	—	558	11
Number of children who have attended school a day period, but less than 4 months.	33	30	5,214	70	200	470	51	4,011	32
Number of children who have attended school a day period, but less than 8 months, but less than 12 months.	12	12	557	—	—	—	—	373	12
Number of children who have attended school a day period, but less than 8 months, but less than 12 months, but less than 16.	13	13	754	70	200	470	7	769	112
Number of children who have attended school a day period, but less than 8 months, but less than 16.	10	8	304	—	—	—	—	258	11
Number of children who have attended school a day period, but less than 8 months, but less than 16.	12	11	453	—	—	—	—	558	11
Number of children who have attended school a day period, but less than 8 months, but less than 16.	33	30	5,214	70	200	470	51	4,011	32
SOMERSET.									
Whole number of districts in the townships.	12	12	436	70	200	470	51	4,011	32
Number from which received.	14	13	614	107	107	107	13	310	12
Whole number of districts in the townships.	14	13	614	107	107	107	13	310	12
Number from which received.	9	9	1,107	—	—	—	—	373	12
Whole number of districts in the townships.	8	8	292	—	—	—	—	769	112
Number from which received.	17	17	1,100	—	—	—	—	258	11
Whole number of districts in the townships.	15	15	963	—	—	—	—	558	11
Number from which received.	9	9	487	251	105	96	13	540	92
Whole number of districts in the townships.	8	8	525	—	—	—	—	382	9
Number from which received.	91	5,579	251	105	96	73	420	103	75
Amount expended.	102	102	433	36	3,610	3,610	102	4,379	56

• Taken from last report.

Franklin	9	9	563		6	316		\$593	71
Hackensack	13	13	313		10	272	11	81	97
Harrington	6	6	264		6	135	11	22	00
Hohokus	8	8	725			339		123	63
Lodi	3	3	237	20	52	13	128	10	200
New Barbadoes	8	8	516		20	300	12	2	00
Saddle River	6	6	237	10	20	160	12	2	00
Washington	6	6	401			190	8	2	00
	59	59	3,836	30	72	187	60	1,312	10 ³
								82	00
								2,233	75
								367	33
HUNTERDON									
Alexandria	20	20	1,005					620	63
Bethlehem	18	18	634					60,5	67
Clinton	8	9	331	260	120	400	21	92	200
Delaware	14	14	631	337	151	73	7	10 ⁴	00
East Amwell	9	9	356	29	40	60	2	561	10
Franklin	10	10	334					130	200
Kingwood	7	7	492					317	91
Lebanon	13	13	653	100	180	120		200	6
Raritan	15	15	737	110	190	150	10	450	7
Redington	13	12	740					536	10
*Tewksbury	13		653					369	31
West Amwell	9	9	333					200	9
	154	136	7,579	827	631	503	40	4,677	9
									1,90
HUDSON									
Bergen	5	5	651	136	151	176		480	9
Harrison	3	3	290					150	9
Hoboken	1	1	521	79	224	73		376	10
Jersey City	1	1						644	11
North Bergen	6	6	330					257	10
Van Vorst	1	1	900					400	12
	17	17	3,102	215	378	249	3	2,307	10 ⁴
									82 06

^aTaken from last report.

\$6,570 21 \$6,154 82

COUNTIES AND TOWNSHIPS.

CUMBERLAND.									
Bridgeton	4	4	625	20	54	341	40	455	12
Colansey	1	1	241	40	178	3	131	12	-----
Downe	9	9	704	-----	-----	-----	386	9	\$2,290 00
Fairfield	4	4	594	-----	384	66	498	7	1,700 00
Greenwich	5	5	330	-----	-----	-----	200	9	559 62
Hopewell	8	8	393	190	-----	-----	374	8	294 71
Deerfield	5	5	279	108	-----	-----	108	3	736 84
Millville	7	7	703	-----	-----	10	450	6	-----
Maurice River	7	7	654	150	100	175	12	437	6
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Summary of the preceding abstracts, exhibiting the results in the several Counties for the year ending December, 1849.

COUNTIES.

APPENDIX.

Extracts from the Reports of the Township Superintendents, &c.

ATLANTIC COUNTY.

The undersigned board of examiners and visitors in and for the county of Atlantic, in accordance with your request, beg leave to submit the following report:

Immediately after receiving the appointment in May last, we notified the town superintendents of the several townships, and requested them to name the time and place for our first meeting in their respective townships. In accordance with this notice, we commenced our tour on Friday, June 8th, by a public examination in Eggharbour township. Four persons came forward, as candidates for license, three males and one female. Not one of them passed a decent examination in writing and arithmetic, and two of them declined answering any questions in grammar, geography, and history of the United States. Had we dealt with them according to the merits of the examination, we should have left the township without a licensed teacher. We rejected one, on the representation of the superintendent that he was intemperate. But, some three months afterwards, he came before the board with recommendations from some of the most respectable men in the county, who represented that the candidate had, for a considerable length of time, given evidence of a dispo-

sition to reform. Under such circumstances, the board reconsidered their former decision, and issued license.

In Hamilton township, where we held a meeting on the 15th of June, five persons made application for license, three of whom passed a good examination. One (a female) passed a fair examination in reading, writing, arithmetic, and geography; and one, after looking over the written questions, took his leave without further ceremony.

On the 25th of June we went into Galloway township, where we had only two applications for license, notwithstanding the township contains seven school districts. One of them proved himself well qualified for the duties of his vocation; the other, although he had taught school for thirty years, and boasted of having *made* some of the smartest men in the county, failed to answer some of the simplest questions in arithmetic, geography, grammar, and history. He was a school master of the old school. His moral character, however, was said to be good, and the people generally appeared to be satisfied with his attainments.

The superintendent of Galloway informed us that some of the districts had not made a return of the number of children, as the law requires, for six, eight, and (one district) for ten years. He had held the office of superintendent for three years, and had made the apportionment of money according to the returns last made to the school committee.

On the 21st of September, we again went into Eggharbour township, and examined four candidates, two of whom were Yankee girls. They passed a very good examination, and most ardently do we wish that the same could truthfully be said of a majority of the teachers in Atlantic county. Of the other two applicants we can only say, that one passed a fair examination, while the other stood but little higher than the school master in Galloway. His moral character was, so far as we could learn, unimpeached.

We have not yet visited Weymouth, but expect so to do, as soon as the superintendent shall signify a willingness to meet us.

Mullica has never come under the new act, but continues to elect a school committee as formerly. Of their mode of

doing business, further than this, we know nothing. They appear to manifest no interest in the education of the masses.

In reference to school books, we find in the schools an endless variety. Nothing like uniformity has ever been attempted. In many instances, we find four or five kinds of spelling books and arithmetics in the same school. Grammar and geography, so far as our knowledge of the schools extends, are considered on a level with Greek and Latin, and altogether beyond the capacities of the youth of this county. This, of course, is a general remark, to which there are a few exceptions.

In order to establish more uniformity in the school books to be used hereafter, we published a call for a convention of the friends of education in Atlantic county, which met in the court-house at May's Landing on Saturday, December 1st. The proceedings of this convention have been forwarded to the Trenton papers for publication, and will doubtless come under your observation. We expect to hold an adjourned meeting about the 1st of February, and we would respectfully tender to you an invitation to meet with us, and aid us by your counsel on that occasion.

In conclusion, we would suggest that much might be done for the cause of education by the establishment of a normal school for the education of teachers in the state of New Jersey; by increasing the annual appropriation for the support of public schools, and by apportioning the same according to population; by repealing the fourth section of the act to establish public schools, approved April 17th, 1846, whereby the several townships are restricted to raising by taxation no more than double the amount by them received from the state, and by providing for the election of district trustees by ballot. There are many other suggestions that might be made, but we deem it unnecessary to multiply words.

JOSEPH E. POTTS,
ANDREW EVARD, jun.

BERGEN COUNTY.

HACKENSACK TOWNSHIP.

Section thirteenth of the school law requires the town superintendent to report the manner in which the money derived from the state and township has been appropriated and expended.

A variety of opinions have been expressed respecting the powers of the trustees and the duties of the superintendents on the last of these points. By some it is asserted, that the superintendent is neither bound nor authorized to pay any order of the trustees, except it be drawn in favour of the teacher, who, alone, is entitled to it by the eighth section. By others it is contended, that when a draft, signed by the trustees, or a majority of them, drawn in favour of any person named by them as entitled to the amount expressed in it, as having applied the same to some educational purpose, is presented to the superintendent, he has no election in the matter, but is obligated by the twentieth section to pay it. This conflict of opinion is productive of embarrassment to the superintendent, and destructive to uniformity of practice in the payment of money, which he would like to establish. Were the twentieth section excluded from the law, it would then appear that the funds in his hands were to be applied, as far as they would go, exclusively to the payment of teachers' wages. But the twentieth section, which seems originally to have been introduced to confirm the limitation prescribed by the eighth section, is so construed as to allow extreme latitude to the trustees. A school-house is needed "for purposes of education"; the money is used to build one; the same apology is given to rent a school-room, to pay interest on borrowed money, to purchase books, fuel, furniture, bell and rope—all are ostensibly for "purposes of education." Where a partiality for the twentieth section is popular, the teacher derives but little consolation from the provisions of

the eighth section. This superintendent will give one example to illustrate the above.

A few years ago, the trustees of the largest district in the township (not incorporated) leased ground, built a school-house, gave a mortgage for the whole amount, and agreed to pay the ground-rent and the interest on their bond out of the money to be derived from the state and township. All this was done with the knowledge and consent of a large majority of the taxable inhabitants of the district. Subsequently elected trustees neglected or refused to pay either the ground-rent or interest, and the money due the district was suffered to accumulate in the hands of the superintendent. The mortgagee foreclosed, and purchased the property, at sheriff's sale, for \$100, leaving a balance against the mortgagors of about \$435. More recently elected trustees, after the foreclosure and purchase of the property by the mortgagee, gave him an order on the superintendent for \$87, to pay back ground-rent and interest, in lieu of *rent* for the premises which they had occupied for the district school, which was paid; and then immediately presented another order for \$435, which was a greater amount than would accrue to the district probably in four years. There remaining a balance of but \$85, the order was withdrawn, and replaced by another covering the exact balance, which was also paid. At present the case stands thus: the mortgagee has full possession of the property by purchase, and holds an unliquidated claim against the trustees of \$350. The trustees are *minus* the property, and are encumbered with a debt due the mortgagee of \$435, less \$85, already paid on account by draft on the superintendent already mentioned. It is proper to say, that when the order for \$85 was presented, the superintendent, having doubts as to its legality, required time to obtain legal opinions. These opinions conflicting, he deemed it prudent to pay it to avoid litigation, which was threatened. No district school has been taught in this district since the election of the trustees, who gave all the drafts.

It is due to the mortgagee to say, that he has expressed anxiety to have the whole matter amicably and equitably

settled, and is willing to surrender the premises to the trustees at their true valuation, or at their original cost, irrespective of the existing demand, and is willing to contribute liberally himself. But an unfortunate difference of opinion prevails among the inhabitants, and paralyzes the trustees, so that there seems no immediate prospect of a definite settlement.

Several of the schools in the township are in a flourishing condition, in which a steady progress of the pupils is perceptible, others are in a low state. It is worthy of notice that in the former, generally, no change of teachers has been made in several years, while in the latter changes are frequent, and the parents and trustees take but little interest either in the selection of well qualified teachers, or in obtaining sufficient and suitable school books. In some instances the compensation to teachers is inadequate.

Of the teachers (there are no female teachers), about one half are married men. They are by no means equally well qualified, but, generally, are now more capable than they were previous to the organization of the board of examiners. In many of the schools the teachers complain of the irregular attendance of the pupils, and a consequent difficulty attending their classification. Where such practices prevail teachers suffer in reputation, while their labours are increased. The development of a system of teaching depends upon the presence of those for whose benefit it is instituted. The teacher may possess a good judgment in arranging his classes, and an excellent system, but these are unavailable, so long as the pupils attend so irregularly that it becomes a serious task to say who have attended school a less time than four, eight, or twelve months.

The opinion of this superintendent of the present system of popular education may be entitled to some weight, as it is derived from the experience of several years, either as a member of the school committee organized under the old law, or in his present situation under the new. He feels at liberty to speak freely and unreservedly. He thinks the present system is inefficient, and that the only means to promote the object, which the present law fails to accomplish, is to

make property pay for its protection, by submitting it to taxation to support public schools—to make schools in fact, what they now merely profess to be, public schools—open to all and free of charge. He believes that in his own township public opinion is ripe for the change, and that a law proposing general taxation, with wise and suitable provisions guarding against insufficiency on the one hand, and excess on the other, would be acceptable.

JOHN VAN BRUNT.

BURLINGTON COUNTY.

WASHINGTON TOWNSHIP.

We find an apparent difficulty in getting well qualified teachers, and in a few instances I have given partial licenses to individuals to teach a certain school only. Another objection is, in these schools, the frequent change of teachers, which renders it difficult to note the progress of schools under their care; and, under these circumstances, it sometimes happens that I find individuals who are little able to judge of the material they have to do with. This, however, is not the case with all; we have some able teachers, men who have stood at their post for years, and by their comprehensive view of what constitutes happiness, usefulness, and worth—by their easy mode of instruction, and by the rapid improvements of all under their direction, have secured to themselves the lasting gratitude of all who know how to appreciate real worth.

Now it seems desirable, in some way, to make school-keeping an honourable profession, thereby securing the experience of masters for the benefits of schools at large.

In comparing the present year with the past, a gradual improvement may be perceived; yet, if something could be done to systematize public schools, your superintendent feels no doubt that the important subject of education would

be greatly enhanced, time and money better applied—in a word, system would produce economy.

J. J. PRICKITT.

LITTLE EGGHARBOUR TOWNSHIP.

The schools in this township are generally well conducted by teachers of correct moral deportment and competent capacity. Great improvement is apparent in the scholars, and we have every reason to feel satisfied. A greater interest is manifested by the inhabitants, generally, in the cause of education, and we have reason to hope that before long the benefits of a good practical education will be afforded to every child in our township. The Scriptures have been read daily in our school, a practice we think conducive to the general improvement in moral feeling and correct deportment.

JONATHAN GIFFORD.

C A M D E N C O U N T Y.

TOWNSHIP OF GLOUCESTER.

I have not attempted to give you much more than a statistical statement, as a greater part of the other matter is of a nature not to be relied on, unless a uniformity could be observed in collecting it, which I fear cannot be the case without a more definite mode be pointed out by the law. A school reported as being open twelve months, with 80 scholars in attendance, might not have more actual tuition than one reported open four months, with 60 scholars, whereas it seems to have four times as much. I will illustrate. A school may be open the whole twelve months, and in that time obtain 80 scholars on its list, and yet only make 200 days taught, and average only 25 scholars per day, while the school open but four months could make 100 days, and might

average 50 scholars. The amount of tuition, in either case, would be the same. The illustration for elucidation is of a school, but will apply equally to a township. These, you will say, are extreme cases—be it so. I could state some exhibiting nearly as great a contrast, and which could be so brought together in a report, as to make the worse appear by far the better. *Query.* Allowing the former of these to be a district containing 100 scholars, and the latter 75, in which would education be the most progressive? To ascertain the progress of education under the present school system, is what I suppose the law contemplates; should not, then, a particular mode be drawn out in the law for all to follow, in fact a *rule* or calculation certain to arrive at the exact truth, or the nearest summation or practical approximation thereto? Should the operation assume an infinite series, or partake of the properties of an *asymptote*? We trust our wise lawgivers at Trenton, this winter, will give the subject a due consideration.

We think the present school law could be very beneficially amended in many particulars, one of which, I conceive, would be the paying of the state and county moneys directly to the superintendent, instead of passing it through the hands of the township collector, as is now the case. This officer is paid nothing for his services in the matter, and hence, as a general rule, we can expect him to take no great interest therein. The county money, falling due December 20th, I did not receive until the 22d of February, and the state money, which should have been forthcoming early in May, I obtained about the middle of July, and not, in either case, until several very pressing demands were made upon me by some of the districts, for their quota; and no little dissatisfaction manifested and censure elicited on learning that I had it not. I mention these, not as isolated cases, nor with a view of censuring the collector, as it is generally conceded, with us, that it is not his business. I have held the office from its commencement, and with different collectors, and the result has been about the same.

As it is a beautiful fiction of the law, that every person purchases a copy of, and reads every statute as soon as

passed (which accounts for statutes taking effect immediately), so, I presume, by the same fiction, we understand the intentions of our lawmakers, notwithstanding the greatest ambiguity and want of clearness prevails throughout the law, and they (the lawmakers), upon interrogation, frankly acknowledge to us that they "*never fairly understood it*" themselves. I would beg leave to ask a few questions that occur to me, as not of sufficient explanation in the law. And first, I will use the interrogatory frequently propounded to myself, "*When does the school year begin and end?*" The superintendent's duties begin at his election, which, in the different counties, varies from the first Tuesday in March to the second Monday in April, both inclusive; and his report is made up to the 15th of December following, upon the receipt of which, by the State Superintendent, he gets his certificate, draws his pay, and can, if he chooses, slope for California.

2. What constitutes a district school-house, and by whom, and by what fund is it to be built? And is it a personality or realty? and if the latter, and built by voluntary individual contribution for the use of a neighbourhood, and standing on lands of A, can B, C, and D, school trustees, remove it to a different site, on lands of E; and the superintendent, by running an imaginary line between its removed site and some of its contributors, take their property, and cut them off from any participation in it? The law says the trustees may designate a site, but who builds the house, and whose is it when built? Should a house be considered the property of the district, and under the control of the trustees, can they eject from it scholars over sixteen years of age? The law contemplates the education of none over sixteen. What are to become of these, if the trustees refuse them admission?

3. What do we understand by section twentieth, particularly the words "*exclusively to the purposes of education?*" In one of our districts the trustees are drawing their money, and appropriating it to the building of a school-house. Should they do it? By section ninth, it is their duty "*to provide a suitable house or room,*" &c. How can they provide, unless they have the proper means furnished to provide with? and

If no house or room can be rented or bought, how procure, unless by building? And if it is their duty to provide, whose duty is it to pay? or is it *all* provide and *no* pay? or does the word *provide* necessarily include pay, and the providers the payers? or is the matter of pay a mere "*trifle*" coming within the comprehensive view of the law maxim, "*De minimis non curat lex*," and therefore is *not* to be *cared* for? or can it be better reconciled upon the physical hypothesis, that life and motion require the continual operation of antagonistic forces.

SAMUEL P. CHEW.

TOWNSHIP OF WASHINGTON.

I would call your attention to the ninth section of the school law, relative to the duties of district trustees. The manner in which the moneys are apportioned is a source of much complaint, particularly with farmers and others who cannot spare their children at all seasons of the year. The trustees in several districts have apportioned the moneys so that the children who come to school the most get the most of the public money. The mode of apportionment is by the number of days, which, in my opinion, is unequal and unjust.

The amount of moneys apportioned last year was eighty-five and a half cents to each child, which, at three cents per day, would allow each child in the township twenty-eight and a half days' schooling; and if each child comes the twenty-eight and a half days to school, they should be entitled to their share. I would suggest the law be so altered that every child who comes to school at any time within the year shall be entitled to their equal share of schooling, as apportioned by the town superintendent; and if there should be some children who do not come to school within the year, or do not come the number of days they are entitled to, thereby leaving a small balance unexpended, such balance shall be equally apportioned among those children who do come to school within the year.

I would also suggest the propriety of admitting all the children in the district between the ages of five and sixteen

years into school first. Then, second, all scholars past the age of sixteen years resident in said district. Third, if the schools are not full, the trustees then, with propriety, might admit others scholars. My reason for offering the above suggestions are, that children have come from other districts, and crowded the schools to suffocation, and to the entire exclusion of scholars who belong in the district, because the teacher was more popular than teachers in other districts, or there being no school in their own district.

I cannot too strongly urge upon the State Superintendent to call the attention of the next legislature to consider the propriety of establishing a State Normal School. Good teachers are scarce, and are much wanted.

There seems to be a growing opinion in favour of public schools. The people appear to manifest an unusual interest in schools in this section of country, particularly within the last year, as we have been favoured with two good teachers from the state of New York, who are graduates of the normal school in that state.

You will please accept the above humble suggestions for what they are worth.

THOMAS B. PARKE.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

The schools in the first district (comprising about two-thirds of the town of Bridgeton, the other part being organized in a separate township, called Cohansey,) have been taught all the year, except only during the summer vacation. A special act, passed in 1847, to which a supplement was passed in 1848, incorporated the trustees of the district, and authorized the inhabitants of the township to raise by tax, for school purposes, any amount of money a majority at the

regular town meeting may think necessary. The sum of two thousand dollars, being about equal to \$3.21 for each scholar in the township, has been raised each year since the passing of the law, by a majority of two to one, comprising most of the large taxpayers, as well as the smaller ones. To this sum is added the amount received from the state and from the surplus fund.

By virtue of the acts above referred to, a large and commodious school-house, of three stories, and having two rooms in each story, has been built and furnished, at an expense of four thousand dollars. Six teachers are employed, two for each department, all females, except the principal of the boys' department; and the schools under their instruction are well and faithfully taught. Special attention is paid to the moral and religious training of the scholars. The largest numbers allowed to enter the schools at one time, are 130 in the primary, and 120 in each of the other departments, making 370 in all. Occasionally they are full, but this occurs but seldom, and for a very short time. Much difficulty is experienced in keeping up a steady attendance, indeed the constant fluctuation in the numbers attending is, perhaps, the greatest difficulty experienced. All who are absent more than one day in the week, without a sufficient excuse, are stricken from the rolls. But, unfortunately, many parents are so indifferent and careless about the education of their children, that they withdraw them, or suffer them to be absent for very trivial causes. The whole number connected with the schools during the past year has been about 400. The average numbers on the roll, and in actual attendance, have been as follows: in the boys' department, on the roll 111, attending 102; in the girls' department, on the roll 106, attending 100; in the primary department, containing both sexes, on the roll 115, attending 108. This gives a total average of 332 constantly on the rolls, and 310 constantly attending. The whole number between five and sixteen residing in the district being 550, the average number on the rolls does not reach two-thirds. It should be remembered, however, that two or three private schools have been kept in operation. The scholars in attendance on the public schools

are by no means confined to the poorer classes, but are of all classes, here upon a perfect equality.

The yearly expense of these schools is about \$1800, including teachers' salaries, interest, books and stationery, all of which are furnished, and incidentals. This makes the average expense of each scholar actually under tuition the whole year \$5.42, for each scholar actually taught during a part of the year about \$4.50, and for each scholar in the district \$3.27.

One of the benefits of these schools, has been to excite a spirit of emulation in other parts of the county. The adjoining township of Cohansey has procured a similar law, erected an excellent house, and established schools equal, if not superior to those in the first district of Bridgeton. That part of Millville comprising the town, has, by virtue of a special act, recently erected a large and commodious house of three stories, in which it is expected that schools will soon be opened of a high character. A teachers' association has recently been organized for the county, under favourable auspices. The popularity and happy effects of these special laws would seem to indicate that the restrictions in the general school law will soon be removed, and that the prejudices, now so unhappily prevailing in some parts of the state, will be dissipated, so that the whole state may be pervaded by public schools worthy the highly favoured people of the state of New Jersey.

You will perceive the foregoing remarks apply exclusively to the first district, including part of Bridgeton. There are three other districts in the township, one of them entirely of coloured children, from which we cannot render so good an account. The country is thinly populated, and it is with much difficulty they can get children enough together to make a school; but they have, by exerting themselves, kept a school in each district six months of the year, with an average attendance of about two-thirds of the children, but at a cost averaging \$3 per quarter for each child taught.— You will perceive, by this statement, it costs the outer district more for six months' tuition, than it does the town district for twelve months, and not near so well taught. I have

tried to remedy the disadvantages they labour under, so far as I could, but it is hard to overcome the trustees in the outer districts. They appear to try to do their duty, and when I visit their schools I endeavour to have them present; and since your visit to our county they appear to be waking up. If something could be done for those thinly populated districts throughout the state, I think it would be well.

LEWIS MCBRIDE.

COHANSEY TOWNSHIP.

The township of Cohansey, in its geographical limits, embraces that part of the town of Bridgeton lying on the west side of Cohansey creek. It was formerly a part of Hopewell, but the people seeing the good results flowing from an efficient public school in Bridgeton township, and feeling the utter inefficiency of the state law for the establishment of schools, applied to the legislature, in the winter of 1848, for a new township, and for special privileges in the matter of education. The act was passed.

By this act the township, which is a small one, comprises but one school district. It has, of course, one town superintendent, and a board of trustees, consisting of six, holding office for three years, and two of whom are elected annually. The trustees are an incorporated body, and, as such, have power to buy and sell, and exchange or mortgage real estate, as will most conduce to the public benefit. And, what is of much more importance, the people of the township have the privilege of taxing themselves to whatever amount they please for the support of public schools. At the town meeting of 1848, the sum of \$1000 was ordered to be raised by taxation, to be appropriated towards the building of a suitable school-house. A board of trustees was elected, who commenced the erection of a house large enough to hold all the children of the township between the ages of five and sixteen. The building is thirty-seven feet by fifty, two stories in height, built of good wooden materials, has a commodious class-room attached to the main room in each story, is furnished throughout with the cast iron seats, heated by a

furnace, and was finished at an expense of less than \$3500, including ground, seating, and furniture.

At the annual town meeting for the current year, the people voted the sum of \$1500 for school purposes. Upon the strength of this, the trustees felt authorized to open the school as soon as the house could be made ready, although they were considerably in debt for the building.

Accordingly three teachers were employed, one male and two female, at the aggregate compensation of \$875 per year; and the building was dedicated to the purposes of education on the 24th day of April, 1849. The school has been in operation since that time, except during the summer vacation, and it is proposed for the future to keep the school-house door open at all times, for the benefit of all children who will enter, and subject themselves to the regulations of the school.

The number of children attending school, when first opened, was about one hundred and fifty; after the summer vacation, this number was increased to near one hundred and ninety, which rendered it necessary to employ an assistant teacher in the primary department. There are now in the school four teachers, two in the primary, and two in the grammar school. The teacher in the grammar school is a male, all the others are female. The branches taught in the primary department are, the alphabet, spelling, reading, numeration, the use of the slate and black-board, and the outline maps in geography. When the scholar is sufficiently advanced he is promoted to the grammar school, in which are taught writing, arithmetic, composition, geography, English grammar, natural philosophy, etymology, and vocal music. One word in reference to this last branch of study—music is here taught, as in the German schools, as a *science*. Why is it not more generally introduced? Its influence upon the children is delightful. It is an useful, healthful recreation, and cheap. We hope the time will soon come when our teachers in our public schools will not be considered prepared for the duties of their calling until they shall have qualified themselves to impart to the children the principles of music.

We consider this school now in successful operation. The board of trustees visit the school almost daily, and exercise

over its whole affairs a most constant and active supervision. Attempts have been made, and with some success, to solicit the cheerful co-operation of parents, without which all other efforts must be to a great degree unavailing. The schools in Bridgeton have excited a healthful influence throughout the county. Public attention seems to be awakening to this great subject. A county association of teachers and the friends of education has recently been formed, and already gives promise of future fruits. Why is it, when such good results flow from every well directed effort in this matter, that the state of New Jersey withholds her countenance and support from the cause of education? She has thousands of dollars in her treasury to be lavished upon those things which perish in the using, but hardly a pittance to be appropriated for the development of the moral and intellectual natures of her children. Nay, worse than that, she will not allow her citizens to raise such sums of money as they may deem proper for educational purposes. We hope that you will continue to urge upon the attention of the legislature the absolute necessity of material changes in the present law, before any good work can be accomplished under it.

ISAAC A. SHEPPARD.

MILLVILLE TOWNSHIP.

The schools in all the districts of Millville township are now in full operation, with the exception of the fourth district. In this district (the fourth) there have been no public schools during the past two years. The money remaining unappropriated by the trustees for schools, is to be expended in the erection of a suitable school-house. In this district (the fourth) there are 487 children between the ages of five and sixteen years, and efforts have been made to secure the tuition of these children, upon a plan which I think both feasible and satisfactory. At the last session of the legislature, an act was passed incorporating the fourth district for school purposes, empowering the trustees to establish and make permanent a school, whose effects would tell upon the rising generation, and guaranty for them a future full of blessings.

A noble edifice has been raised, through the exertions of the trustees, who, I must say, have spared no pains or personal trouble to carry out the wishes of the people and the provisions of the legislative enactment. A large house has been raised, and is now nearly completed, three stories high, thirty-six by sixty feet in size, and constructed on a plan at once substantial and convenient. It will go into operation in about two months.

In the outer district, where the population is sparse, schools supported by the public money are in operation only from three to six months in the year, the children being obliged to labour during the summer months.

I have licensed five teachers in the several outer districts, who, I think, are doing a good work. Some applicants I have been compelled to reject. I have introduced a series of uniform books into the public schools of the township, which realize in every respect my most sanguine wishes. I am satisfied that an uniformity in this particular is attended with decided and permanent advantage. An association of teachers and friends of education has been organized in our county, at the head of which is the Hon. L. Q. C. Elmer, which promises to do great things for our county, in elevating the standard of education and bringing into intimate contact the experience of all the patrons of education, and concentrating the united wisdom of our best men, so as to be felt in every school.

I have nothing to offer which can be new to you, yet, in reference to the public money, I would like to urge, through you, upon the legislature the propriety of allowing townships to raise more money than by law they are now allowed to do.

I think if the legislature would pass an act, saying that each township shall raise a sum not exceeding five times the amount appropriated by the state, it would be attended with beneficial results.

E. B. RICHMOND.

HUNTERDON COUNTY.

READINGTON TOWNSHIP.

The town superintendent reports, that the township is supplied with industrious and well qualified teachers; though, in other respects, he is compelled to acknowledge that the cause of education has made no flattering progress during the year. The lamentable indifference of parents to this great subject, continues apparent, in every school-house, in the irregular attendance of the children, and the very early period of life when they are withdrawn from the schools, and their education pronounced *sufficient*.

By comparing the number of children in the township, with the number which are actually enjoying the opportunities of mental culture afforded, it is evident there exists a sad deficiency somewhere. To ascribe this state of things altogether to the indifference of parents, and their utter disregard and ignorance of the duties they owe their offspring, would be doing injustice to a large and respectable class of our citizens, to whom the expense of tuition for a large family is indeed burthensome. The public provision, you perceive, sir, amounts with us, annually, to only a little more than the very small pittance of one dollar per child, a sum which falls far short of placing the means of a good common school education within the reach of all.

How this difficulty is to be fairly met, is a question which may well occupy the serious attention of every philanthropist and legislator.

It would seem that the state has a vital interest in the intellectual and moral training of the people; and the advantages to be derived from the general diffusion of knowledge, in the diminution of pauperism and crime, would, doubtless, more than overbalance the expenditure requisite to accomplish it. The general education of the people, can scarcely be hoped for until the power of the free school system is felt. Wherever public sentiment has come up to this position, the most desirable results have been effected. Whether New Jersey is ready to imitate the noble examples set before her,

may be answered most intelligently by her representatives; but surely the time must have already arrived when the legislature can with safety remove the restrictions, which now rest upon the townships, in reference to the amount of school moneys to be provided. Readington professes to be now doing all for popular education that obedience to law will justify.

Let restrictions be taken out of the way, and public sentiment will manifest itself, and the free school system soon exhibit its mighty power in the general intelligence of our citizens.

G. TALMAGE.

M E R C E R.

HOPEWELL TOWNSHIP.

In accordance with my duty as town superintendent, I herewith transmit this my report, exhibiting the state and condition of the schools in the township of Hopewell, Mercer county.

In the township there are nine whole districts and eight parts, which, with adjacent portions of other townships form whole districts, and the whole number of children between the ages of five and sixteen years residing therein, as per the reports of the district trustees, is nine hundred and twenty-seven. Of this number not more than one half have attended school for a longer period than six months during the year.

In some of the districts school has been taught during the whole year, while in the whole number it would not exceed a greater average than three quarters during the year.

The compensation of teachers is about \$50 per quarter, or \$2 per scholar.

The amount of public money appropriated and expended

is \$513.92, one half of which was received from the state fund, the other half was raised by taxation.

It is very much to be feared, however, that, unless some more equitable mode of assessing taxes be made, the people of the township will hereafter refuse to raise money for school purposes.

It cannot be said that the condition of our schools has improved much during the past year, and the cause is no doubt attributable, in a great degree, to that want of interest in the cause of common school education which the great mass of the people must feel, in order to its successful accomplishment; and the inquiry suggests itself, how is this change in the public mind to be effected? Is any one prepared to say it cannot be done, or to inquire, with an air of indifference, how the change is to be wrought? But we in return inquire, how all revolutions in the moral and political world have been effected and carried on, but by the zealous, persevering, and long continued efforts of the friends of reform? Is the inquiry still urged, how this change in the public mind is to be effected—I answer, by the strenuous and well directed efforts of the friends of education. And when they shall be seen entering spiritedly into its interests, when their voices shall be heard not only in the halls of legislation, but in those of business as well as in the social circle, and when their influence shall every where be felt, then, and not till then, will this great work be accomplished.

While this change is going on in the public mind, what shall be done to improve the character of our primary schools? Is it by appropriating more money than is now expended for that purpose? I believe not. The cause is to be sought for somewhere else than in the scantiness of the provision made by our laws, and something more than large state appropriations are necessary for its accomplishment. The great mass of the people must feel an interest, which money can never inspire.

To this end I would, in the first place, suggest that you recommend such a modification of the law as would place the responsibility of employing, examining, and licensing teachers upon the district trustees, thereby obviating some of

the most formidable objections to the present system, and enlisting the cordial co-operation and support of the parents, guardians, and trustees (those most directly interested) in the advancement of this great and good cause, and without which it cannot succeed.

In the second place, as a direct means of improving our common schools, I would say, let us do just what is done to remedy the consequences of ignorance and quackery on every other subject—educate men for the business of teaching, and employ and pay them when educated. Not only let teachers be better educated, but let a knowledge of our state and federal constitution, together with a knowledge of political economy, natural philosophy, and some of the higher branches of mathematics, be required of those to whom the management of our schools is intrusted; which, with increased interest and watchfulness on the part of trustees, parents, and guardians, will do much to elevate the character of our primary schools, and will enable the young and rising generation, on whom the hope of human happiness depends, to carry into manhood those correct principles of action which make good men, and that knowledge and firmness which will qualify them to preserve and perpetuate those civil, political, and religious institutions which we now enjoy, and under which, through the providence of God, we have so highly flourished.

JOHN H. PHILLIPS.

MIDDLESEX COUNTY.

Report of J. F. Halsey, as County Examiner for the county of Middlesex.

The fearful sickness of the summer has prevented your examiners from devoting the usual times to the appropriate business of their office. Examinations have been held in all

the townships, except that of Monroe, where the appointment failed through the absence of the town superintendent, who was called away to visit a sick parent, and another meeting has not yet been appointed.

Though a smaller number of teachers has been examined in this, than at any previous year, yet it gives me pleasure to state, that the examinations have seldom been more interesting, or their importance more unqualifiedly confessed. More than once have these, or similar remarks been heard. "I wish that our superintendent, trustees, and parents could have been present to witness these examinations. Education has far more meaning and value than we had supposed. Indeed, it is no trifle to be a good teacher."

So thoroughly are we convinced of the great value of these public examinations of teachers, that we would discountenance private examinations altogether. Private examinations utterly fail to secure to the teacher the benefit and stimulus of comparison, as to the various modes and the best modes by which the special objects of the profession of educators may be attained or promoted; they fail to bring members of the same noble office into living communion with each other, so desirable and so encouraging to those whose self-denying labours are seldom duly appreciated, and whose daily task knows but little of the sweets or the refreshment of a kindred sympathy from congenial spirits. Would it not richly repay the state, should our legislature appropriate to each county from \$100 to \$500, to be spent in employing the most available practical teachers and lecturers on the art and mystery of teaching the drill and discipline of the school-room, to instruct the teachers of each county as to the best plans of classifying, governing, instructing, &c.? Could our teachers be brought together for one week, their minds illuminated and cheered, their hearts warmed and enlivened, and their souls expanded and ennobled, to take in but a tithe of the thousand experiments that have been made, and the results already obtained, to teach the teacher, and better qualify him for his noble work, the cause of popular education would soon assert its just claim to be regarded as the subject before which monopolies of every sort would melt away like

rnists and fogs before the rising sun, and New Jersey become as conspicuous for education as she now is for location.

In conclusion, permit me to call your particular attention to the fact of the small number of teachers examined and licensed during the past year. Out of 85 districts in Middlesex county, requiring at least an equal number of teachers, probably not one-third of that number of teachers has been examined.

Now what does this fact indicate? I think, in many instances, either a criminal apathy whether schools exist or not, or an utter disregard of the law on the part of the trustees that employ teachers who have no legal license. This we know to be not unfrequently the case. If the want of a license is no bar to a teacher being employed, why should he put himself to the trouble and expense of annually travelling to a county examination to obtain one? In the present low stage of popular education in our state, men must be made to feel that their interest is identified with their duty, and therefore I would respectfully suggest, whether it would not comport with the spirit of the law, that after the annual reports (which the law enjoins the trustees to make within ten days after their election) to the township superintendent, shall have been received by him, he send to each district a statement of the proportion of the public money to be appropriated, but pay out no money without the presentation of the license of the teacher whom the trustees have employed, as a voucher that they have complied with the law, and may therefore receive its benefits. Were this done, the teachers would find it for their pecuniary interest to obtain an annual license, and consequently would not fail to meet your county examiners.

Does not this fact serve to confirm the importance of the strict construction of the law on the subject of licenses, which we gave in our last report? If a license is not to be formally renewed each year, will there not be an undue importance attached to an old certificate, an importance which the law never contemplated, as upon its presentation trustees are found who will employ a person as a licensed teacher, when in fact he is not, because he has not been re-examined,

and the license he presents was but for a year, or indeed may have been but for three or six months, and therefore is null and void.

Does not this fact seem to indicate a retrograde, rather than a progressive movement in the cause of popular education? It would seem so, as in some instances there has been no examinations, not from absence of teachers, but the non-attendance of a town superintendent; and the failure of this officer is so frequent in some townships, that I would respectfully submit for your decision the question, as to what is his duty in such cases? What is the spirit and purport of the law? At a properly notified meeting for examination, what shall your county examiner do in the absence of a town superintendent? Shall the business proceed, or shall it be postponed?

MONROE TOWNSHIP.

The duties devolving on me, in this office, are not new in their nature, having been engaged, at least three-fourths of my short life, in the interesting and important duties of education. I can enter a school-room, neither a stranger to its difficulties or its pleasures, and can sympathize with teachers who stand alone, without the encouragement and support which is due from parents, guardians, and trustees. Unfortunately there are some examples of deficiency, on the part of those who hold these important positions in our own townships. The trustees, in some instances, are not known by the scholars as such, and the children would have no knowledge of their parents, if their knowledge was to be gained and displayed from the interest which the parents show in their visits to the place of instruction. Could parents be impressed with the fact, that a necessity existed for their occasional visits to the school-room, many evils, we think, would be banished from our schools. Few parents, who possess the feelings of humanity, would sit with their nerves in a quiet state, while the little innocents were poising themselves on a stool two feet from the floor.

Few parents would have the hardihood to look a ten cent

piece in the face, much less hold it in such fond embrace, if, once or twice a year, they beheld their children called up to recite without a book. Such sights would, we hope, soon become "uncommon," if parents were present to witness the difficulties occasioned by this deficiency.

A new theory we have lately heard advanced, by some who were strong advocates for the "old paths." While we advise a uniform system of books, in order to the advancement of the scholar and the advantage of the teacher, we are pained with the diversity of volumes which meets our eyes in some schools, books whose appearance and date pronounce their age greater than the "oldest inhabitant." These, we are told with all the energy of argument, are the works from which the "old folks" obtained their learning, and if good enough for them, they will answer our purpose. This doctrine, as you are aware, is incorrect, inasmuch as many of these books contain errors which will prove to the child most disadvantageous.

In speaking of our teachers, I have but to say, they appear well prepared, in most instances, for the duties in which they are engaged, and have been thus pronounced by the county examiners of our state.

J. H. MANNING.

PERTH AMBOY TOWNSHIP.

In accordance with the law's requisition, the following is my report, as superintendent of the district school of Perth Amboy township. As the place of your residence is in the immediate vicinity of the school, you are, I presume, sir, pretty well acquainted with its history, which will preclude the necessity of that minuteness of specification which otherwise I should feel myself called upon to give. I could wish that it was in my power to present to you a report of a more gratifying character; I am happy, however, to state that our school, while in operation, was a good one, one that, perhaps, would not suffer in comparison with that of any other township in the state. The teachers employed, both male and female, were possessed of much more than ordinary

qualifications for their work. I availed myself of opportunities, from time to time, of going into the school, for the purpose of inspecting it, as to the methods of teaching and discipline therein pursued; and the result of these visits enables me to say, with the strictest propriety, that I was invariably exceedingly pleased. It was evident to my mind that the teachers understood and loved their work, and that the scholars were pleased with their teachers and their studies; and I could not but feel, as I left the school-room, that the community was favoured, not only with a good school of the kind, but a *very good one*, and one *peculiarly deserving of patronage*. But, sir, as you well know we were obliged, for want of funds, to close the door of this excellent school, to dismiss our competent teachers, and to turn into the streets that large company of children and youth, who evidently appeared to consider it a privilege to go to such a school. The funds at our disposal were so restricted that, after a couple of terms, of three months each, the school came to a close, and although faithful efforts were subsequently made, by assembling the citizens to be addressed on the subject, and by circulating subscriptions, in order to provide the means for re-opening the school, it all proved to be a thing of no avail—the door of our school-house remains closed; and so, I suppose, it will continue to be, until the mind of the public shall be aroused and made alive to the importance of a well and thoroughly educated community. It is truly lamentable what little sense of the importance and true nature of education there is abroad among our people. When they were informed, in meetings called for this special purpose, that our funds were exhausted, and unless further means were furnished, the school could not go on, what could have been more natural than the expectation of seeing them, as a matter of course, rush forward, as with the heart of one man, for its relief, saying the school must not, shall not, be discontinued; we cannot afford, as individuals, as families, and as a community, to dispense with its benefits; the welfare of the rising generation, the value and security of our property, the cause of religion, morality, and good order, all, all conduce eminently to urge us to endeavour to sustain our district school,

and sustain it we will ; and not only will we sustain it, but we will sustain it well, and will even cause it to take a most exalted position. But were our people thus *moved*, and did they thus *talk* on the subject? Not a word of it. On the contrary, they appeared disposed, with one consent, to do just nothing at all. How unnatural and how unjustifiable in every respect, was such a treatment of the subject! Sir, I feel that the *mind* of the public must be aroused in some way. Our citizens must be made to appreciate the great and momentous responsibility resting upon them to educate aright the rising generation. How this is to be accomplished, I cannot tell ; but I do hope the time is not far distant when we shall be permitted to see a great improvement of public sentiment on this vitally important subject, not only among ourselves but every where.. When communities come to have just views on this subject, then may we expect to see parents embrace with eagerness the privilege of sending their children to school to receive those lessons that are calculated to make them industrious, enterprizing, and useful citizens; and then, too, may we expect that soon the sun of knowledge, dispelling the clouds of ignorance, will shine with resplendent effulgence and illumine the whole land.

There never was a time, I think, when a thorough education was more important and indispensable to the security of our peace, our liberty, our glory, and perpetuity as a nation. It was the remark of a distinguished philosopher, that "knowledge is power;" and it is that sort of power, which, when properly directed, is best calculated to make a people great, virtuous, and happy. It is, therefore, clearly the interest, as well as the duty of the government, to place the means of education within the reach of the whole people.

If it should be asked, whether it shall ever be said of us, as of the republics of former times, that we were a great people in our day, but that, like them, we have gone glimmering into the dream of things that were—a schoolboy's tale, the wonder of an hour—I reply, the answer to this inquiry is in the hands of us and our children. God has left all our future in our own hands. If we can succeed in giving to our native born, and to the ignorant and vicious millions, of

the old world cast upon our shores in their infancy and youth, an effective education, including under that term such training as shall make them patterns of " whatsoever things are true and honest, and just and pure and lovely, and of good report," then our republic will stand to the end of time; then will we have the elements of unshaken permanence in our institutions; then the United States, in every essential particular, as she now is, will occupy, for ages upon ages to come, an ever increasingly glorious position among the nations of the earth. How great and momentous, then, is the responsibility resting upon the people of our land, in reference to this subject of general education. New Jersey is certainly lamentably deficient in meeting the demands of the times relative to the matter of appropriations for the instruction of the young. Her legislative enactments, forbidding communities to appropriate money for school purposes beyond a limited amount, is only double the miserable pittance meted out to their townships, should be regarded by every wise citizen and votary of education with unmixed disapprobation. Verily there should be no restriction on the people in a matter of this sort. The liberty and the privilege should be allowed them of raising what amount of money they choose, for the proper education of their rising population. That section of the law, therefore, now referred to, should be forthwith stricken out; its operation is evil, and only evil; it lies like an incubus upon our common schools, and he will do much service to the good cause who shall be instrumental to its removal. In several of our sister states much commendable zeal has been manifested, and much has already been accomplished, and the day, we trust, is not distant when every state of our confederacy will have just reason to be proud of her public schools.

The whole number of children residing in the district, entitled to the benefit of the public school, is 466. The average number in attendance has been about 120. The number of coloured children in the district, between the ages of five and sixteen, is about the same as stated in the report of last year, *viz.* 21. As formerly, they have derived no benefit the past year from the school, although we strove hard to make pro-

vision for them, by employing an extra teacher to instruct them in a suitable place by themselves, but our efforts failed: for want of funds.

The school was strictly a free school. This, in my judgment, was a great mistake. It was owing, however, to the fact, that we supposed there would be means sufficient to continue the school without the aid of a head tax. The town, as you know, voted \$500 for educational purposes. This, together with the state remittance and surplus revenue, it was thought would be sufficient to keep the school open the year through, without, as I said before, exacting any thing for tuition from the scholars. But it appears the town acted illegally in attempting to raise more than *double* the amount received from the state: the sum which we received from the town, therefore, is much smaller than we expected, and hence the origin of all our embarrassment. The school has been kept open six months. Two teachers have been employed, male and female; the former received \$110, the latter \$50 per quarter. Only \$98.81 of public money has been placed in my hands. Out of this I was obliged to take upwards of \$30 for the payment of old bills, and nearly \$7 for repairs on the school-house, which left only about \$60 on hand to meet the first quarter of the teacher's salary of \$160. To meet the deficiency, the trustees and myself were obliged to furnish money on our own responsibility. And the same difficulty existed when the next quarter's salary became due; we had no public funds, and, consequently, were obliged to do as before, advance the money. We felt safe in doing so, inasmuch as, by the returns of tax money, we expect to receive sufficient to meet all our liabilities, and perhaps have two or three dollars over.

It is expected that the whole amount of money at our disposal for school purposes will be \$372.64. Our expenditures, thus far, have been \$360.98, leaving a balance of \$11.66. With this we have a small charge of about \$5, and also a few dollars interest money, to pay which will very nearly consume the whole.

Thus, my dear sir, I have endeavoured to give you a correct account of the whole matter. I hope the reports from

other quarters will afford you more gratification, and prove greater encouragements to your labours in the great and good cause to which you have devoted yourself.

BENJAMIN CORY.

PISCATAWAY TOWNSHIP.

As superintendent of public schools in the township of Piscataway, it becomes my duty to make to you my annual report. There is evidently the want of an educational interest in this township, or at least such as we would wish to see, and one that must exist before our sons and daughters can enjoy those advantages they have a right to claim, and ought to enjoy.

In many of the districts the cause of education is on the increase: they have procured teachers of competent attainments, and are willing to give them a reasonable compensation. In some of the schools, children may pass from the country school-room to the freshman's class in college, while in other districts, where they are equally able, and with an equal number of scholars, school is taught but a part of the year; there being evidently a want of interest on the part of parents, in procuring suitable teachers, in having their children attend school regularly, providing for them suitable books, &c. Last year the teachers in this township formed an association, to meet monthly. They still continue their organization and their monthly meetings, though the frequent changes in teachers have at times weakened their efforts; but they have again rallied their forces, and gone forth in the march of science.

It is my custom to visit the schools once each quarter, hear all their recitations and lessons, make such inquiries as I may deem necessary, advise with teachers, and spend a short time in addressing the scholars, either upon some subject of interest or by way of giving advice. My visits are gratefully received, both by the teachers and the pupils, and I trust the labour will not be altogether in vain.

Every teacher in the township has been legally examined and licensed, by Dr. How and myself, it being my fixed

principle to pay no money to a teacher who has not been examined.

The present year the township voted to raise \$1000 for the use of schools, which, upon an average, pays about one half the schooling. Where schools are taught but a part of the year they are free.

More care should be taken to obtain the right kind of teachers, such as are fully competent and of sound morality. We are often imposed upon by strangers, who come to us with high pretensions, but in the necessary qualifications very deficient.

W. B. GILLETT.

MONMOUTH COUNTY.

FREEHOLD TOWNSHIP.

You will perceive the number of children who attend district school is much less than the whole number in the township. In the village of Freehold there are four schools, which are not district schools. One is a seminary for young ladies, which has a primary apartment attached to it, at which a number of girls attend. One is the Monmouth School for Boys, one the Freehold Institute, to both of which some boys living in the township, between the ages of five and sixteen, are sent. But the school which has the most children between those ages is the parochial school, established in the village of Freehold by the Episcopalians. The number attending it is about forty. The number, however, who do not attend school at all is entirely too large. The adage is trite, that youth is the seed-time of life, but it is no less true than trite, that unless the community become more thoroughly awakened to the importance of educating the children, many of them will grow up in as much ignorance as their parents. My opinion is, the district school ought to be free.

In every civilized community taxes are necessary; money must be raised either to support paupers or to support scholars. Wherever people are educated, they have a fund to support themselves, and, accordingly, as education flourishes pauperism diminishes. I am one who would pay tax for schooling children before paying it to support paupers. Not only does pauperism diminish as education flourishes, but the same is true of crime.

In visiting the schools, I have endeavoured, as far as practicable, to have the trustees of the respective schools visit with me. I am sorry to be compelled to inform you that but few of them attend. I have not known of parents, unless they were trustees, visiting the schools, except in two instances, during the whole year. This should not be. If parents would manifest more interest, and visit the schools frequently, their visits would have a beneficial effect upon both teacher and pupils.

JOSEPH COMBS.

HOWELL TOWNSHIP.

Our schools are all open, except one, the trustees of which are in quest of a teacher. During the winter of 1847-8, there were some five or six schools destitute of teachers, which resulted from some of our native teachers abandoning the occupation, probably from disfidence in offering for an examination. To meet this exigency, we liberalized our requirements, which gave us a supply, some of whom were not fully qualified. We should remark, that we have some seven or eight teachers of first rate qualifications. It is proper to add, that some of our districts are so sparsely settled that they cannot command able teachers, while those of moderate attainments are willing to adapt themselves to the views and feelings of the employers. If normal schools, so long contemplated, would speedily furnish competent teachers, whose expectations would not too far exceed the pecuniary ability of our districts, we should hail their endowment with joy. Of that part of section 10th of the "Act to establish public schools," approved April 17, 1846, which re-

quires the town superintendents to hold the school moneys; we remark, that it works so well that it meets with unqualified approval; especially when contrasted with the late act, under which much of this money was squandered by irresponsible and dishonest trustees. We have this year attended to eighteen applicants for examination, and granted sixteen certificates of license, thirteen to males, and three to females, four renewed and two rejected. Our school-houses are mostly frame buildings, of one story, roomy, tolerably warmed, and furnished conveniently, with a few exceptions, which are about a century behind the age.

A very neat, commodious, brick, one story edifice, surmounted by a small belfry, has been erected this year, with the useful appendage of a commodious play-ground. (This privilege nearly every school enjoys.) This building involves the enterprizing trustees in a debt of some \$200. It is thought, generally, that the present law, prohibiting the use of the school moneys in procuring sites and erecting buildings, is oppressive. It would gratify us if a supplement should be enacted, authorizing disbursements for these and similar purposes. All thinly inhabited districts feel most sensibly the need of such privilege, much more so than is felt by those residing in more populous country places, or villages, &c.

It is also greatly desired that the inhabitants, at their annual town meetings, may be authorized and empowered to raise four times the amount received from the state. At our last annual town meeting, the inhabitants voted to raise in that ratio, some supposing that the bill to that effect, which was before the legislature at its last session, had become a law.

In visiting the schools, I have been much gratified and improved; and those visits manifestly produce a good feeling among the pupils, as is evinced by their cheerful smiling countenances, and lasting benefit is imparted to them. The teachers, especially the more intelligent, hail those visits with pleasure, and express thankfulness for them, and usually solicit more frequent calls, assuring me that the impression made at such times renders their daily business much less irksome. Indeed, visiting, if properly conducted, disseminates

much knowledge that is useful in school teaching, by selecting the best fixtures, books, &c. My own impression is, that no school can be very successful without them. An instance occurred in point: in a school which was destitute, I recommended a black-board; the teacher hesitated, but desired me to explain its particular uses, he having no acquaintance with this indispensable modern appendage to the school-room. Allow me to ask a question or two. Did the bill appropriating an additional \$10,000 to the state school fund pass both houses last session? If so, why is it not forthcoming? We should be glad to see our proportionate share of it.

JOHN B. WILLIAMS.

MARLBOROUGH TOWNSHIP.

The superintendent has very little to add to the above, with respect to the schools of this township, that is of special interest. The schools have all been united, and all the teachers employed during the year (six male teachers) have been licensed by the superintendent. In some instances, however, the trustees have employed a teacher without a license, expecting him to procure one. Sometimes the application has been deferred until the quarter was closed, and then the teacher would present himself for examination with the order of the trustees for the public money in his pocket.

One teacher was refused license, whose loathsome breath, slovenly dress and appearance, generally, gave suspicion of intemperate habits. His only reliable testimonial of character was a license, in the usual printed form, signed by a county examiner of an adjacent county, whom I well knew, and esteem as a distinguished minister of the gospel. But as the loaferish appearance of the fellow was confirmed by his own admission, of drinking brandy occasionally to keep off the cholera, I did not consider him, in regard to moral character, a suitable person to adorn the teacher's chair. Although a man of liberal education, he was allowed to pass on without being employed in our township.

During the year there has been, on the whole, such im-

provement in our schools as to encourage perseverance in all judicious efforts for further progress. Not the least indication of improvement, is an increasing amount of information diffused among the people respecting the nature and working of our school system; the results of which are a growing interest and vigilance, and a more general attention to the requirements of the law. To promote these ends, we need simplicity in the machinery of the system. A multiplicity of wheels, and springs and levers, not only renders the machine more liable to get out of order, but when so, more difficult to be repaired, because few persons only understood its complexity. Farmers want not steam engines, but wagons, which the common artizan can make and mend. For this reason the dispensing with county examiners, as has been done in our county for several years, and devolving their duties on the town superintendents, is a decided improvement, as was also the abolishing of the school committee by law. The law, on a careful revision, might be still further simplified, and the duties of teachers, trustees, and superintendents more clearly defined. The information called for in the statistical reports, should be only such facts as are important to promote wise legislation and create public interest, and such as can reasonably be expected to be furnished without unnecessary trouble. Copies of the law and the forms of business should be multiplied and distributed in every family. Why not insert them in the almanacs published in the state? The school law is often inquired for, and every man who chances to obtain a copy, evidently takes a deeper interest in the school than his less favoured neighbour.

The school-houses in our township will compare favourably, for comfort, with the majority of those in the country. All have play-grounds; but all, save one, have "no appurtenances attached." This is too bad. The seats and desks are execrable. A high sloping table around the wall, and a slab bench with the legs protruding through auger-holes, and no support for the back.

But it is of no use to find fault with the fixtures or the school-houses, so long as we have no other means than voluntary contributions for making improvements. Two or three

public spirited men in every district are obliged to bear the principal burthen of expense, or else by a collusion with the teacher, it is taken from his "salary." There is no remedy for these evils but a law to tax the district. But the voluntary principle produces the greatest embarrassment to our schools, by its influence in locating the school-houses. Very few of these are properly located, for want of a vote of the district, having the force of law, in deciding the matter. The liberal offer of one or more individuals, who wish the school convenient to their doors, not only incommodes others in the same district, but interferes with neighbouring districts, and sometimes destroys their schools. A tax on the inhabitants of a district for the building of a school-house, and their votes deciding by a majority or plurality its location, with power to dispose of or remove their buildings, if they deem proper, would relieve many a district. Then the boundaries of districts might be drawn so as to include sufficient numbers and strength to support their schools; whereas now the districts are cut and carved, some too large, but most of them too small, in order to accommodate them to the number and localities of the school-houses which Mr. A. or Mr. B. have built, or helped to build, and which may be situated on their land.

I would therefore respectfully suggest to the State Superintendent the propriety of continuing to recommend to the legislature the consideration of this subject, as the one first in the order of importance pertaining to the prosperity of our schools. With the law proposed in force, I have no doubt it would be a decided advantage to the schools of our township, if there were not a school-house within its bounds. In that case we should probably have four strong schools established, instead of six weak ones, and not one of them occupying its present locality.

With regard to normal schools, if the subject is to be further agitated, (and I see no reason why it should not), I have only to express a very decided opinion in favour of the proposed experiment in our state. It has too long been the sin and reproach of New Jersey, that she has no teachers of her own, but is obliged to depend on the surplus of other

states; that the cullings of New England teachers are preferable to her own sons and daughters. If this be so, a normal school cannot well make the matter worse; if it make it no better, she will do herself credit, at a very cheap rate, by making the experiment.

A. A. MARCELLUS.

MIDDLETOWN TOWNSHIP.

From the above statistics, it appears that, of the whole number of children between the ages of five and sixteen years, about three-fourths have attended school during the year. The average attendance of this number is about one half. There are in the township ten and a half districts, giving an average attendance, in each district, of about thirty-two. Were the benefits of education sufficiently appreciated, and provision made to place them within the reach of every child, poor as well as rich, the average would in all probability be double. The evil, which more than any other affects the prosperity of our schools, is irregular attendance. The sooner a grand effort is made to remove it the better. Never will our public schools prosper until something is done to secure the every-day attendance of each pupil. Until the dread of a heavy tax in the shape of school bills is removed, our public schools must languish and fall far below, both in interest and proficiency, the select boarding schools by which they are surrounded. In vain do we employ competent and faithful teachers, and secure here and there a liberal patron, while a large proportion of nearly every district is under the necessity of sending their children the smallest possible number of days, that their bills at the close of the term may be the smallest possible number of dollars and cents. This, whatever may be the alleged, is no doubt the true reason of the miserable irregularity and consequent backwardness of most public schools. There is but one remedy for this evil, an evil as ruinous in its consequences to the child as it is unjust to the teacher; inducing the former to regard an education as a very trivial matter, and robbing the latter not only of his wages but of his reputation. Let our public schools be

free, and the remedy will be found to be effectual; and they will rise not only to a level with the boarding schools, but to an elevation to which they seldom attain.

So far as I have been able to inform myself of the state of the public mind, I think our legislature would consult the wishes, as well as the best interests of their constituents, by enacting a law providing for the building and repairing of school-houses, by a tax levied upon the ratable property of the districts. The voluntary principle works badly. The location of the house must be at the option of the few who can afford to be the most liberal, while the majority of the district are perhaps greatly incommoded; and, in addition to this, not unfrequently a debt is left to encumber and cripple them for years. And when, as it often happens, the school-house needs repairing or refurnishing, it is scarcely possible to obtain funds sufficient by voluntary subscriptions. As the consequence, one of two evils must be borne, our school-houses must continue to be the most unseemly and uncomfortable of all abodes, or, as necessity knows no law, our school moneys must be diverted from their proper channel, and the poor must suffer.

With two or three exceptions, our schools are in a prosperous condition.

All which is respectfully submitted.

A. C. MILLSPAUGH.

MILLSTONE TOWNSHIP.

Since the date of my last annual report, the people have made, and are about to make, some important movements to have their school districts enlarged, and new and commodious school-houses erected. Two of the existing school districts have been united together, by the consent of the majority of the people interested; and it is now my belief that the greater portion of the people of Millstone are beginning to see the necessity of placing the means of education within the reach of every child; and that, consequently, the school-houses within this township will ere long be so located as to support good schools within the reach of all. The superin-

tendent of this township should never be satisfied, in my opinion, till this object is attained. If two more of our school districts were sufficiently enlarged, one of three old school-houses dispensed with, and the other two removed, or rebuilt and placed in more convenient locations, then I am satisfied there would be no great difficulty as regards having good schools for every family. Before this object can be gained, some opposition may naturally be expected, and probably some hard feelings between a man and his neighbour engendered ; for there will always be found attachments to old dilapidated school-houses, old situations, and other venerable relics of the time of our grandfathers, however inconvenient and unfit they may have become in the lapse of time. And although the principle, of the greatest good to the greatest number, should actuate the town superintendent in the alteration of districts, yet it is better sometimes to delay such matters till the consent and co-operation of the inhabitants can be secured, thereby avoiding as much as possible that spirit of discord which is the bane of schools.

The books in use within this township are much the same as in the preceding year. The teachers now employed have generally borne a good examination. Within the last year we have had school, more or less time, in every district school-house except one. We have had some very good scholars attending common schools. Some have studied mensuration, geometry, algebra, and the Latin and Greek languages. Much credit is due to many of our citizens for the pains they have taken to have the children properly educated; but I am sorry to be compelled to say that there have been some controversies and contentions calculated to retard the cause of education. I will again give the trustees, parents, and guardians credit for their attendance at my school visitations, and the encouragement they gave to both teachers and pupils. I will close my remarks by observing, that I am unable to see the propriety of the law which restricts the people in the amount of money to be raised at their annual town meetings for school purposes. Why should the legislature limit the people in this matter, and leave them free to raise what amount they please for purposes of less import-

ance? Is it feared there is danger that the people, if left to themselves, will educate their children too highly? Is the road to market of so much more importance than the road to science and virtue, that the townships can be safely left at liberty to vote what amount they see proper in the former case, and be so closely guarded and restricted in the latter? In my humble opinion, we should have more money for school purposes, and that would enable us, in all cases, to employ and pay competent teachers. Teaching would then become a settled and important avocation, and not used, as it now too often is, as a stepping-stone to something higher.

JOSEPH J. ELY.

RARITAN TOWNSHIP.

On the subject of examinations, I would state, that I have examined and licensed eight persons as teachers: three of them were licensed at the particular request of the trustees of their districts. They had entered the school, worked well for a time, obtained their license, and then, apparently, waited for the dollars and cents, having no other object in view. On this subject, I think the law is lame; no teacher should enter our district schools as a teacher of public schools without first being licensed. In this instance, to license, or not to license, subjects the superintendent to the animadversions of the interested parties. I have rejected four applicants, three on account of their scholarship, and one for want of character, he being its destroyer. I have also renewed the license of three gentlemen and one lady, whose long residence among us, and for their high standing in society, their moral characters, and well known qualifications as teachers, I deemed it unnecessary to tax their time with a re-examination. Most of our teachers are young, well experienced, and devoted to their profession. Our houses are in good repair, though generally small, too small for convenience or health; they are all built of wood, and few of them have play-grounds attached, except it be the public highway. In section ninth of school law it is required of the trustees to provide a suitable house or room where a school shall be taught, &c., and leav-

ing them without the means of building, or paying the rent of such house. I have rejected a number of orders drawn for the repairs of old houses, and also one drawn, as said, for teacher's salary, where the trustees selected a house situated at the extreme corner of the district. I did not recognize it as a district school, on account of its location; but am told, by a court of justice, that the trustees are the sole judges of these points, and that the superintendents have nought to say in the matter. I would therefore suggest an amendment to this section, by stating that the houses should be near the centre of the district; that the trustees be authorized (being guided by the assessor's book) to levy and raise, by a tax on all taxable persons and property in their districts, a sum sufficient for the purchase of lots, building and repairing, and furnishing district school-houses with such other fixtures or apparatus as may be required for the benefit of the school. I have visited all my schools once, and several of them twice a quarter. Some one of the trustees has generally been with me, and in a number of instances all of them have been present, together with a number of the patrons. Our member of the legislature elect (Mr. Alfred Walling) has kindly accompanied me in some of these visits. Our citizens are waking up to the interest of the young mind, and its proper cultivation, in calling for good teachers, without regard to price.

Writing I intended to have noticed in a particular manner. Very few teachers give it that attention it demands. Truly they write passably well, but they have no system for the learners, be they young or old. This branch will admit of much improvement, and should be commented on. One thing more, and I have done. There is an evil existing in some parts of our town, and I fear also in some other towns, where teachers of district schools are permitted to charge so high a price for tuition, that many, very many, of the poorer class of society are unable to send to schools, (although they may draw their portion of public money) from the very fact, that they cannot pay the balance—that must come from the patrons. In this way many children, I hear, are deprived of their schooling. This I think to be a loud call for the esta-

blishing of free schools, at least in all thickly settled places.. My report, you will perceive, is imperfect, not having received any account of my predecessor's transactions. I am able to state only what has transpired since my election. There was not a register found in all the schools, nor could I find an account of the attendance of scholars in but a few of them. The state's money has been received, and paid out, when legally called for, to teachers, in all instances save one, which item was for books.

W. E. WHEELER..

MORRIS COUNTY.

HANOVER TOWNSHIP.

In consequence of a want of efficient teachers, the schools in this township have not been kept open so long as they were in 1848. The average time, this year, has been about seven and a half months. We have no county examiners, and the above paucity of teachers has been partly owing to a want of the proper requisites on the part of several applicants for licenses, whom I felt it my duty to deny; some of whom are mere pretenders, and grossly ignorant of the rudiments of a common education. We had therefore to depend more upon female teachers than formerly. Three-fifths of our schools have been taught by them during the last summer; and although, in point of erudition, I found them in every instance fully equal (if not superior) to the male teachers, still they oftentimes evinced that want of sturdy determination of purpose which is requisite to carry out their authority, and keep the best order in a school.

As long as the rich and the competent shall be ever ready and eager to take the lion's share of the public money, I am more and more convinced that the trifling pittance left for the poorer classes, will be but a slight inducement for them

to avail themselves of the benefits of our schools. Whilst the poor are required to pay something, they feel the burthen; and until the rich shall have become more magnanimous, or until we shall have sufficient public funds to maintain schools *entirely free* throughout the land, I fear that the hopes of those who look with favour upon the present system of partial aid will not be fully realized.

Let the rich be convinced that by taking the public money, of which they stand in no need, they take also from their poorer neighbours the means of acquiring knowledge; and, as ignorance induces poverty, and extreme poverty is apt to lead to vice and crime, let them also be convinced that, by disseminating knowledge among all, they will thereby erect a surer safeguard for their own rights, privileges, and property, and, no doubt, their own interest will compel them to do that which charity urges in vain.

But how is this to be accomplished? I know of no better way than to talk about it. Many unblushing evils in this world have been talked out of countenance. Intemperance has been talked at so much, that he hardly dares to show his face now in genteel society. The weekly talk from the pulpit has done more good service, even in a worldly point of view, than all the legislative enactments ever devised by man.

From my own observations, it is evident to me that people in general think more of money than they do of schooling; and if, by *talking about it*, I should become instrumental in counteracting that selfish opinion, though but in a few instances, I would certainly congratulate myself upon the prospective success of my endeavours.

JOHN A. BLEECKER.

MENDHAM TOWNSHIP.

In presenting to the State Superintendent this annual report of the condition of the public schools of the township of Mendham, the superintendent believes there are special causes for gratulation. A larger amount of public funds has been appropriated and expended. Several of our school-

houses have been repaired, and their internal structure remodeled, and all have had some desirable appendages added. A spirit of increasing liberality in the employing and paying of teachers is manifested, as well as an evident determination on the part of a large majority of the employers to have a good article, or none at all; and that all the schools of the township have not been kept open during the whole of the year, is to be imputed as a result to this determination, and reveals, consequently, the fact, that the supply of good teachers is far from being adequate to the demand.

As a result of the workings of these better feelings, we find the proportionate number of children in attendance at school has steadily increased, until it nearly equals the whole number reported in the township; and notwithstanding there still exists a ruinous waste of time and money, in the irregularity of attendance, yet, even here, something appreciable has been gained: and we believe that when all our school-houses shall have been made what they should be, places where pleasant associations may be called up, and where all our teachers shall have gained, what they should all possess, the facility of waking up the minds of children, this grand impediment will have well nigh disappeared.

The trustees of the several schools have generally manifested a disposition to fulfil the duties devolved upon them, and the superintendent takes pleasure in acknowledging their willingness to aid in seeking the advancement of the interests of the schools: yet there is one ground of complaint against some of the boards, *viz.* the employment of teachers without a license; which necessarily throws a responsibility of a very unpleasant nature upon the superintendent, and, in not a few instances, when that responsibility is properly met, causes disappointment to the district, and not unfrequently alienation of feeling on the part of some of the supporters of the school.

Another difficulty, bearing, however, simply upon the trustees of our school districts, methinks can only be removed by the paternal hand of the legislature; and on their behalf the superintendent would earnestly beg an answer to the constantly recurring question, how are the trustees to fulfil those

requisitions of the public school law, which require the expenditure of money on their part, such as the maintaining an economical system of repairs and improvements for the school-house, and the furnishing the desirable and necessary appendages for the school-room?

During the year two of our districts have been somewhat strengthened by the appendage of a part district from an adjoining township, in the one case, and by the reclaiming a part district of this township, heretofore annexed to an adjoining town, and adding it to one of our own districts, in the other.

All which is respectfully submitted.

J. FORD MORRIS.

MORRIS TOWNSHIP.

The town superintendent of the public schools in the township of Morris, in making his annual report to the State Superintendent, begs leave, in addition to the foregoing statistics, to make a few general remarks. Blanks were prepared to secure fuller statistics, but, as few have been returned, the table is necessarily incomplete. There has been no change in the schools that is worth reporting, but we hope things are in such a train that good will appear from the efforts that have been made. The books used are the same as last year, with a few exceptions, but we anticipate a favourable change in this respect soon.

The great desideratum appears to be teachers of suitable qualifications; with these all necessary improvements would be naturally introduced. If normal schools cannot furnish a supply, we must look to teachers' institutes, and if both united will not, we shall be driven to the necessity of offering a reward sufficiently high to induce teachers of genius and talent to enter this field of labour.

But it is feared that such offers will never be made till the community are aroused on this subject, and so enlightened as to demand the very best instruction for their children, whatever may be the cost.

ALFRED CHESTER..

PEQUANNOCK TOWNSHIP.

In addition, allow me to add briefly some remarks, for the purpose of calling your attention to matters connected with the cause of popular education in our state, which are certainly material, and therefore, in our exertions to advance that cause, deserving of an early consideration. I am persuaded that the present school law, in its operation, has had a beneficial influence; but yet it is not without its defects, and is susceptible of improvement.

In the first place, I would suggest the propriety of altering the time when the township superintendents are required to make their annual reports; that is, so that the annual report shall include the time from one annual town meeting to another, and not, as now, from the 15th of December of one year, to the 15th of December following. Those reports which are required to be read at the annual town meetings would then be better understood, and would serve to give to the people immediately interested a more correct view of the actual condition of the schools at the time.

And, in the next place, let it be urged upon our legislature to make such alteration or explanation, with regard to that clause in the present law where it is stated, that all money received by the superintendents shall be applied exclusively to the purposes of education, that we may understand what are meant by the purposes of education. That expression is so general, and may with propriety be considered to embrace so many objects, that it appears difficult to restrict the use of the public funds to what is generally understood to have been intended, *viz.* the payment for tuition. It is certainly desirable and important that the phraseology of all laws should be free from ambiguity. But there are other points, not reached by the present law, which are so intimately connected with the proper support and improvement of our public schools, that it seems important that we should not suffer any opportunity to escape for calling public attention to their consideration, and soliciting the aid of proper legislation.

Much has been said about the neglected and dilapidated

condition of many of our public school-houses, and not without cause; for, in travelling over our country, we find a majority of such buildings not only badly located, but in such a ruinous state, and in their internal arrangements so defective, that their occupation must be attended with but little comfort or convenience. But, when we reflect and consider that it is only to voluntary contributions that the trustees can resort to raise means for erecting and sustaining such buildings, their condition is not so much a matter of surprise. The great inequality or disproportion in which such expenses are sustained by the inhabitants of the districts, has in a great degree caused that apathy in relation to such matters, to which is to be attributed the neglected and ruinous state of many of our public school-houses. It is true in the present law (as by reference to the ninth section will appear) it is specified as a duty of the trustees to provide a suitable house or room for their school, but no provision is made as to how they shall raise the means for that purpose; and no penalty is fixed for neglect of that duty (the only penalty named in that clause being for neglect to report the number of children in their district over and under certain ages capable of attending school). Now it is evident that this section, so far as it relates to providing a suitable house for a school, is no better than mere advice.

It is also true that, in connection with the act incorporating the inhabitants of townships, and designating their powers, there is a section empowering the inhabitants, at their annual town meetings, to vote to raise by tax such sum or sums of money as they may deem necessary for building one or more public school-houses.

But this law is not adapted to meet the wants of the people, and, so far as I have been able to learn, never has, and, from its nature, never will, be used for raising the necessary funds for building and repairing our public school-houses.—In no township would the people be willing to vote to subject themselves to a tax for the purpose of erecting a school-house for the benefit and use of any one district in that township; they would at once say, let such expense be sustained by the inhabitants of that district for whose particular bene-

fit the house is to be erected. I would suggest, therefore, that the present law be so amended and altered that whenever it becomes necessary in any school district to build or repair a public school-house, it shall be the duty of the trustees to call a meeting of the inhabitants of said district, by serving a written notice upon each, stating the time, place, and object of such meeting. And when, by a majority of the inhabitants, thus assembled, it shall be determined to raise an amount of money for such purpose, it shall be the duty of the trustees to assess the same upon the inhabitants of said district, in the same ratio that other taxes are assessed, and to have power to collect and enforce the payment of the same. If a law could be so framed, not only making it imperative upon the inhabitants of each district thus to raise the necessary means for such purpose, but at the same time imposing wise restrictions on the assessment and collection of such tax, and carefully guarding the proper application of the funds so raised, it would be attended with great benefit. Our public school-houses would soon present a different aspect, and the friends of education every where throughout our state would receive great aid in enabling them to accomplish what they so much desire, a general improvement in the character and usefulness of our public schools. Such a law could not be looked upon as an untried experiment, for laws of a similar nature have been, and are now in force in other states, and are approved by the people; and if adopted here, there is little reason to fear but that it would meet the approbation of a very large majority of our citizens. If it is right to impose a tax to aid in the support of our public schools, is it not equally just and proper that each individual in a community should pay his proper proportion of the necessary expense of erecting and repairing suitable houses for the accommodation of such schools?

But, in addition to providing suitable buildings, there is great need of better qualified instructors. Our schools will never attain a proper degree of usefulness until the services of teachers can be secured who are in all respects qualified for their business; men who not only possess the necessary literary attainments, but who, in connection with experience,

possess a tact for governing, an aptness for communicating knowledge, and withal will exercise a right moral influence: for it is important, in order that our youth may be prepared to become useful in the various stations in life, that the moral, as well as the intellectual faculties, should be called into exercise invigorated and improved.

But how can the services of instructors thus qualified be obtained? Certainly only by awakening a deeper interest among the people, by attaching greater respectability to the office of teacher, and by furnishing a suitable compensation. We find those districts having the ability, and willing to give a good compensation to an instructor, possessing the services of the best qualified teachers, while in others, thinly populated and wanting that ability, we find the places of teachers generally occupied by persons of very inferior qualifications. And no matter how competent the supervision may be, this must necessarily be tolerated, or else such districts remain entirely without the services of teachers. In order, therefore, to extend the ability to every district to obtain the services of competent teachers, I would suggest that you urge upon our legislature the propriety of adopting some plan for gradually increasing our state school fund. Let it not be considered that such a course would needlessly add to the burthen of taxation. For several years past the people have not been subjected to a single dollar of tax for the support of our state government, the revenue being sufficient without, the only taxes imposed being for county and township purposes. And if we search for the items for which that tax has been expended, we will find that by far the largest portion has been for the support of pauperism, and the trial, conviction, and imprisonment of criminals. That system, therefore, that tends to lessen the evils of pauperism and diminish crime certainly has strong claims upon our consideration, if for no other reason than that it indirectly diminishes the amount of taxation. In a government like this, where the foundation of our institutions is public sentiment, it is no longer a question that it is the duty of the government to establish and foster a system of popular instruction, in order that the public mind may be enlightened: for in proportion as each individual in a

community is informed, just in that proportion is he prepared to appreciate the advantage derived from that community. Knowledge and virtue are every where the surest bases of public happiness, and particularly here are the best guarantees for the perpetuity of our republican institutions.

The state of New Jersey is labouring under the burthen of no public debt, and to what higher and nobler purpose can a portion of her revenue be devoted than the promotion of the cause of popular education?

These remarks are respectfully submitted, hoping that your exertions will be used to aid in procuring the desired amendments.

S. L. KANOUSE.

ROCKAWAY TOWNSHIP.

I know, from personal observation, that the state of education is gradually improving. The license system works admirably; it tends to elevate the profession, and to raise the standard of popular instruction; and, in some cases, it prevents districts which are anxious to engage competent teachers from being imposed upon; yet I find it must be used with discretion. In some instances we have to admit teachers of limited acquirements, to accommodate, and at the request of particular districts. But, more than any thing else, we need an efficient school system. Our primary schools, to be equally beneficial to all classes of society, must be free. Our school fund this year pays but seventy-nine and a half cents for each child reported between the ages of five and sixteen years. This sum is certainly a help towards supporting schools, but it is not a help in proportion to what twice this amount would be. Were our school fund doubled, it would enable trustees to employ teachers by the month; and with a little effort and good management we should have schools, as they ought to be, entirely free. The education of our children is the only sure way to enlighten and improve society. It is certainly for the public good, and why should it not be done at the public expense? There are not a few who feel unable to pay even the small amount of tu-

ition, and who do not feel sufficiently the importance of the subject to make much effort to educate their children; but at the same time were schools open alike to all classes, rich or poor, their children would probably be as well educated as others. I am happy to find an increasing interest taken in this subject in the community, and I trust the time is not far distant when our schools will be free.

JOHN O. HILL.

PASSAIC COUNTY.

MANCHESTER TOWNSHIP.

The schools of this township have been under my supervision about eight months, and, as my predecessors have left me no records of their previous state and condition, my statements will be confined to this period alone. They have been regularly visited, and I have been pleased to find an evident improvement. For the most part the teachers seem devoted to their work, and anxious for the moral and intellectual advancement of the children intrusted to their care. The teachers have all been examined and found competent, with one exception, where, through the solicitation of the patrons of the school for his continuance, I have given only a partial license. With the co-operation of trustees and teachers, we have been endeavouring to introduce, as far as possible, a uniformity in each school in the use of books, and are succeeding as fast as could be expected. One of the districts in the village, hitherto without a house, has during the last year erected a neat and convenient building.

Our public schools, we think, are gaining favour with the people, and we hope the time is not far distant when we shall be able to report a much larger proportion of the children of the township connected with them. The township

raised by tax one hundred dollars more than last year, and I would be glad to see this tax increased until all the schools become free.

JOHN H. DURYEA.

S A L E M C O U N T Y.

SALEM TOWNSHIP.

The subscriber, town superintendent of the public schools in the township of Salem, in the county of Salem, for the year ending with this town meeting, March 4, 1850, respectfully reports—

That, in consequence of the trustees having decided not to distribute any of the public moneys to the schools in this district this last year, the subscriber did not consider himself authorized to visit, inspect, and examine the schools in this district, as, from their not receiving any of the public moneys, they do not come under the denomination of public schools, but are altogether private establishments.

THOS. MAYLIN.

S U S S E X C O U N T Y.

FRANKLIN TOWNSHIP.

From the accompanying statement, it would appear that the condition of our schools differs but little from last year: yet from the information I have been able to collect from other sources, as well as from visits to the different schools, I feel warranted in saying, that there is rather an increasing*

ing interest throughout the township on the subject of common school education; which I flatter myself will soon ripen into greater maturity, and show itself more fully in every district in the township.

It has heretofore been considered by the inhabitants of some of the smaller districts, that, because their children were but little advanced, a cheap teacher would answer as well as any; but experience has taught some of them differently, and they now begin to take a rather different view of the subject, and advocate the propriety of employing none but competent teachers, which I think is a favourable omen, and will hereafter be productive of much good. But, in addition to the above remarks, I would observe, (and perhaps with a little township pride) that in some of our district schools, teachers are employed who would do credit to any common school in this or any other section of country, and under whose guidance and instruction many of the scholars, though small and young, are arriving at quite an eminence in scholarship, in regard to the studies in which they have been engaged.

But, to get the public mind thoroughly aroused to an interest on this great subject, our school law must be remodeled, and such measures taken as will insure a general system of free schools throughout the state, and place all our children on an equality in respect to their attendance at common schools. Then, and not till then, will the prejudices of many be removed, and the morning of a brighter day, in regard to literary attainments, begin to dawn upon our land, when all may have the opportunity of learning, at least, to read and write, which is very far from being the case at present. But until that time, I almost despair of seeing a general interest taken in the subject.

JOHN B. BEACH.

HARDYSTON TOWNSHIP.

In compliance with the requirements of an act entitled, "An act for the establishment of public schools," the town superintendent of public schools for the township of Hardyston begs leave to submit the following report:

Your reporter is most happy in being able to represent the schools of the township as in a flourishing condition. The teachers who have taught during the current year were, with but one exception, well qualified for their responsible duties; and, in those districts where they have met with the proper co-operation and support of the patrons of the school, they have been successful in their efforts. Your reporter is frequently impressed with the truth, that the efforts of the teacher and superintendent can be but partially successful, unless duly seconded by the parent or guardian, whose occasional visits are indispensable for the encouragement of both teacher and pupil.

Your reporter has, during the year, examined and licensed four male and two female teachers: most of these had been employed by, and some had actually commenced teaching in the respective districts from whence they came, before presenting themselves for examination. The trustees had certainly been fortunate in their selection, and your reporter was pleased in being able to ratify their appointment; yet he has deemed it his duty to animadvert upon a practice so entirely at variance with the spirit of the act before referred to, in that it tends to render the examination of the applicant by the superintendent wholly nugatory and a mere matter of form.

The school-houses of the different districts are, with a few exceptions, in good repair, and some, in their interior arrangements, not without certain pretensions to taste and comfort. A due regard to the location of the building, its appearance, and proper apartments, your reporter begs leave to suggest, is requisite, in order to guard against that insuperable dislike which the child may otherwise conceive for the very name of school.

In many of the districts the ordinary branches are alone attended to; in some, however, the higher mathematics and the natural sciences are successfully taught, and in all your reporter has enjoined especial attention, from the youngest to the oldest, to be given to reading and spelling, without which all our learning is imperfect. Your reporter can but bear testimony to the proficiency of those classes in arithmetic who

have been taught by the use of the black-board, and he deems himself justified in saying, that no district has done its duty until the school is furnished with this indispensable article.

HENRY POTTER.

LAFAYETTE TOWNSHIP.

The condition of the schools in this township, I presume, are in as flourishing a condition as most other schools in our state. The subject of education is beginning to assume a new interest in this section of our community, principally on account of the awakening influence of educational associations, that meet at stated periods in different sections of our country, at which times and places much that is interesting and instructive in regard to the proper management of schools, books, best systems of teaching, and many other useful subjects, are discussed; and if we could arouse the people of our township to have regular educational meetings at some convenient place, say once a month, I think the result would be highly beneficial to our district schools. Most of our schools employ male teachers all the year, with one or two exceptions; but it is to be regretted that in most of our schools a change of teachers takes place so frequently that it is impossible to bring them under the same systematic plan of teaching that might be resorted to with benefit, were the teachers to be more permanently stationary. And, in consequence of these frequent changes, the superintendent is not enabled to gain all that knowledge in regard to the condition of the schools that might be obtained, if the teachers were to remain more stationary. This seems to be rather a discouraging feature in regard to our schools, but it is one that I hope will shortly pass away, as the people begin to gain new light and intelligence in regard to their best interests and future welfare of their posterity.

J. R. BURGESS.

NEWTON TOWNSHIP.

The Sussex county educational society has given some stimulus to the cause of education, and were our people willing to increase the wages of teachers in proportion to the prosperity of the country, it would go far in procuring us good teachers. Men who can make a good living in other pursuits will not engage in the thankless and toilsome business of a pedagogue without proper remuneration, as at present, when even the very appellation is used by some of our gentlemen as a name of reproach.

From the inadequate compensation, teachers are too apt to abandon the business, as soon as they can embark in those that are more profitable, or prepare themselves for the professions. The wages has not varied in this county for thirty or forty years, although its wealth has increased four-fold.

The school books recommended by our society have been generally adopted, and they are quietly gliding into the schools; and did booksellers, teachers, superintendents, and trustees properly appreciate the importance of their introduction, we would soon see a uniform system throughout the county.

FRANCIS MORAN.

STILLWATER TOWNSHIP.

Upon the receipt of this blank report, finding that it will be impossible for me to make a full report, as I find the law prescribes, for the following reasons: first, having no copy of the school law at hand, other than such as is laid down in the law books; second, finding that my predecessor had not furnished the different schools with a book for the purpose of registering the condition of the respective schools, which thing I intend to carry into effect immediately, I will proceed to give you a detailed statement as far as I can judge to be the present condition. Six schools have been in operation all of the year; three schools are in operation the present winter, and one school has not been, and will not be, all of the year.

There have been sixteen different male teachers employed in the schools during the year, and two female teachers. A part of the schools are in a prosperous condition, while in five schools but very little is done to educate their children; the number of children taught in the township is not over one half; the terms of tuition are from \$1.50 to \$2; the amount of money received by me from the state has been \$283.36. It is applied in all cases in deducting teachers' bills. A part of our school-houses are comfortable, others are not so, but little care has been exercised in their location, as it regards their pleasantness or convenience, and the internal arrangements are in many of them bad, while in two or three others it is far otherwise. In about half of our schools parents and guardians take a warm interest in employing none but good teachers, and see that measures are taken to advance their children in education. In some three or four districts but little interest is felt, and seem to employ ill-qualified teachers; in fact, a well qualified teacher will not apply, but I have strong hopes that a different feeling will gradually take the place of the present one.

C. V. MOORE.

WANTAGE TOWNSHIP.

Every thing indicates a spirit of improvement, and shows that the inhabitants of Wantage have placed their shoulders to the wheel of learning; that the key of knowledge has been put into the hands of the young, who are about being taught to unlock the gates of the temple of science, and that ignorance and superstition are about to take their everlasting exit from us. But we should not soar too far in our imaginations, when there remains so much for us to do; when we take into consideration the number, who still surround us, that are growing up in ignorance and folly, and also the evils and defects connected with our system of education, which have existed so long among us. We have but entered the portals of knowledge, it is therefore our duty to hold fast all the improvements we acquire by education.

C. S. M. CORKENDALE.

SOMERSET COUNTY.

Report of County Examiner.

DEAR SIR,—I am reminded to-day that I ought to write you a few lines respecting the action of the board of examiners in our county. On the annual meeting of our board of freeholders, (second Wednesday in May) they thought fit, in their wisdom, to discontinue one member of the board, and consequently the duties have fallen on me alone. I have endeavoured to fulfil them as well as circumstances would allow. I have examined and licensed, up to this date, thirty-seven teachers for one year, one for six months, one for three months, and examined and declined to license two.

The cause of education, perhaps I should say attention to it, inquiry concerning it, and interest in regard to it, is rising in our county. It is evident that the action under the present law has been beneficial. The improvement is visible in almost every district in the county, and in some it is very marked. We are renovating our school-houses, extending our course of study, and engaging the popular attention; and it is plain that a few more years of sustained interest and action of the same kind will renovate our schools.

We have also taken some steps to improve the class of educators whom we employ. An institute was held in Somerville, in the month of June, for one week, with very satisfactory results; so much so, indeed, that we were induced to repeat it again in October. At the second meeting we found an increased number of teachers present, and also increased interest and attention. At a large meeting of trustees and other friends of education and common schools, convened on Friday of the week of the institute, it was unanimously resolved to make application to the next legislature for a special act, to enable the board of examiners and town superintendents to hold such institute annually, by making the county treasurer indebted to their order for \$200. And the application will be made in due form this winter.

I would enlarge, but Dr. Hoagland will write you in full in reference to our "Institutes."

BERNARD TOWNSHIP.

At no time within my knowledge have the schools of this township been filled with a greater number of well qualified teachers than at present. The majority of these teachers are in the prime of life, or approximating to it, deeply imbued with the responsibilities of their stations, and desirous of discharging their duties faithfully and efficiently. With a class of teachers such as this, the cause of education among us has received an impetus, which will be felt in aftertime, in enlarging, ennobling, and elevating the minds of our youth, stimulating them in the pursuit of information, for its own sake, pointing the way to a higher end than the sordid grovelling passion (of making education a mere means of gaining dollars and cents) might lead to. The employment of this class of teachers by the people of the different districts (not all of them however) is an unmistakable evidence of a better feeling than has hitherto prevailed on this important subject among the people themselves. Though in the district (No. 1,) from which no school returns has been received, and in one or two others, an apathy on this subject, more perceptible from the animation exhibited in adjoining districts, obtains to a very great extent, yet many of the people in these districts deeply deplore this state of feeling, and are willing and ready, with their hands and means, to restore a better order of things among them. A people who are determined, and have the means, can accomplish almost any thing, and something better may be expected from these districts ere long.

The modes of instruction adopted in our schools are (by the want of any regular system) as varied as the minds of the teachers, combined with the wants of the school. Some would, no doubt, adopt different methods, were they furnished with suitable school apparatus. In one school (Franklin, No. 9,) this important means of education is well supplied, having black-boards that can accommodate a class of sixteen children in arithmetic at once, besides a smaller one, which the teacher uses for illustration: but in others nothing, or next to nothing, of the kind is found. True they have

black-boards, but they might as well be without, as they are of such limited dimensions as to render them entirely useless. Within the past year, however, this great defect has been remedied, at least in one school, (Liberty Corner, No. 4,) and I think others will soon follow the example.

While two or three of our teachers deserve the highest praise for their untiring exertions in school, yet, as a general thing, there is still a want of sufficient thoroughness in their mode of teaching, particularly so, I think, in the elements of the language. Sufficient attention is not paid to orthography and orthoepy, the very roots of our language. The child is too arbitrarily taught to *pronounce* words, without being shown why one vocal sound differs from another in the same word, or in what situations the same vowel is the representation of different sounds in the same word; why when the accent falls on the vowel in a word, that vowel has its natural sound, &c. A more thorough drilling on these important branches, would enable the scholar, from his own reasoning powers, to read well without the teacher's multiplied promptings. It is an exercise, too, in which the young mind would delight; in fact it is the true foundation on which to build good readers.

The government in most of our schools is good. The rule of keeping the pupil busy, wherever carried out, prevents much of the mischief which calls for punishment. Furnish even the smallest child with a slate and pencil, or some other means of employment equally good, and that proneness to do wrong (much of which arises from idleness) will vanish. Besides the common branches required by law, in two of our schools (Baskingridge, No. 2, and Franklin, No. 9,) the higher branches are taught, *viz.*, the elements of geometry, algebra, natural philosophy, and the classics, and, though not a higher branch, a very pleasing one, vocal music.

The condition of one or two of our school-houses is not of the most flattering kind; their external appearance certainly is any thing but inviting. One, in particular, is such as to excite a feeling of ridicule; it is pointed out as one of our very *common* common school-houses. It is a sad picture of what used to be, and what is too much the case even now,

but what will fast pass away. With regard to location, I cannot give a more pleasing account, with one or two exceptions. It appears to me that school-houses (and not with us alone) have been placed just where they should not, and that any where else would have been better. Play-ground is out of the question; there is only one fenced house and play-ground in the township, and even that is not half as large as it should be. The buildings are principally of wood, and the greater number in good repair; with one or two exceptions they have all one room, where the business of teaching is transacted.

I have visited the schools once in each quarter at least, and can, from careful observation at different periods of visiting, report a gradual and perceptible improvement in the pupils. The teachers have received me with affability, and the children, at least in some schools, have felt pleased with the notice taken of them, and felt a strong incentive to action from the knowledge that they would again be visited for the purpose of examination. I have met with the trustees of some of the schools in their school-rooms, but I am sorry to say that there is a very general neglect of this imperative duty of every trustee, and particularly parent, of visiting their school. In the matter of school books, a uniformity is greatly to be desired, but not easily attained. Each teacher has his preferences, and it becomes often a delicate matter to interfere in a district when both teacher and parent are satisfied with the books in use. As far as practicable, I have recommended uniformity: time will best prove its utility.

The Bible is read in all but one of our schools, principally in the morning; not as a class book, but simply to draw the attention of the taught to the pure high-toned morality of its teachings.

The teachers' institutes, which have lately sprung up among us, promise much in giving our schools the right kind of teachers. Conducted by proper persons, they will do much in introducing a more systematic method of general teaching, and which, when a change of teachers takes place in a district (an evil of great magnitude at present) no change

will be made in the mode of instruction, thereby saving time to the scholar.

W. R. WILSON.

FRANKLIN TOWNSHIP.

The schools have been visited by the superintendent (and sometimes in connection with the trustees) according to law, at least once in each quarter. Particular attention has been enjoined upon the teachers to the elementary studies; a failure in this, all future acquirements must be imperfect, for if the foundation be defective, the building cannot be sustained.

Instructions in arithmetic, grammar, and geography are given in all the schools; and the examinations in these branches were attended with much interest and satisfaction, evincing a good degree of improvement on the part of the pupils. Spelling and reading, so essential to good scholarship, are receiving unusual attention.

Instruction in penmanship, however, is very defective, doubtlessly caused by rapidly written running-hand copies, generally given in a very different and irregular style, and that, imperfect as it is, changed by the introduction of every new teacher. Until the teachers present their scholars with copies of their own handwriting, with the letters regularly formed, we will look in vain for that improvement which we have a right to expect. There is, however, one school in the township where, in this branch, a higher standard of excellence is given and attained, and it may well be recommended as a model for all other teachers.

The school-houses, although somewhat respectable in size and appearance, are far from what they should be to render them inviting, pleasant, and comfortable to the children.—Nearly all are destitute of play-grounds, some crowded to the road side, with ground barely sufficient to lay a foundation, without even a coat of whitewash, and scarcely a tree within hail. With such accommodations, may we not account for the coaxing, rewarding, and lashing by some parents to get their children to school.

If the school, in importance, is second to none but the

church, why is it that a hundred dollars is freely bestowed by some toward the erection of a splendid church edifice, when by them five is considered too much for that of a neighbourhood school-house? When they shall be rendered attractive by their appearance, with suitable play-grounds, on which the scholars may enjoy their innocent sports, instead of a muddy or dusty road, and shady trees to protect them from the burning sun, then will the school-house, now so repulsive to children, be resorted to by them with interest and pleasure.

Notwithstanding the obstacles referred to (compared with the past) under the present system, our schools have evidently improved. The rudiments of education are more thoroughly taught, and an increasing interest manifested by both parents and trustees. Continual advances are also making in the moral and intellectual character of the teachers, a majority of whom should be considered a credit and blessing, and also receive the encouragement, confidence, and respect of any community. All are persons of moral character and temperate habits: the board of examiners (unless deceived) license no other.

RALPH VOORHEES.

HILLSBOROUGH TOWNSHIP.

In accordance with your request, I will as briefly as possible give some account of the teachers' institute held in this county in the past summer and fall.

Impressed with the necessity and importance of elevating the character of the teachers now employed in this county, the attention of the board of examiners was early directed to the inquiry, how can this be effected? Seeing that much time must elapse before we could derive advantage from a well regulated normal school, if even now established, it seemed highly desirable to work with the materials within our reach. From the examination of nearly three hundred teachers, we had occasion to observe, that while many were extremely defective in elemental knowledge, and depended, in their attempts to instruct, upon the text-book in their own hand,

a far greater number were almost unaware that there was any such thing as tact in teaching, supposing that to keep tolerable order in school by a salutary fear of the rod; to hear a class read a given number of times in a day; to help a pupil do a sum in arithmetic; to hear a lesson imperfectly recited in geography, and to keep a writing-book passably clear of blots, made up the sum total of a man's claim to be considered a good teacher. To the question, how do you instruct in any given branch of study? we often received for answer, "As nearly as possible after the plan of my last teacher."

Not one in fifty of those who presented themselves for examination had read any book or treatise on the art and science of teaching, and many had never heard that there were any such works in existence. Without intending more than an allusion to the many difficulties that presented themselves to the examiners in the prosecution of their duties, with which you are doubtless familiar, we thought that if we could establish a drill for teachers, and by any means induce them to attend it, and enter into its purpose with any degree of spirit, we should be in a way of accomplishing some good for our schools.

In a visit to New York, early last spring, where we happened to meet you, you promised to procure for us the services of teachers experienced in the management of such affairs, if we would undertake to procure the attendance of teachers. This we promised to do, and upon our return set about it in this manner. We waited upon, or wrote to every town superintendent in the county, asking him to pledge himself to bear a proportion of the necessary expense; and, secondiy, to make it his business to see every teacher in his township, and secure his promise to become a member of the institute. Pledges for the first request were received from five of eight superintendents, and promises made to attend to the second point. A correspondence then ensued between us and the Messrs. Sanders, which resulted in fixing upon the second week in June, as the time for holding the institute.

While this whole matter was in preparation, a series of articles were prepared and inserted in the county papers,

explanatory of the purposes in hand, and urging trustees and teachers, and all friends of education in the county, to give the affair their countenance and support. Families were sought out in Somerville which would accommodate teachers at low rates for board, and no pains spared which were within our reach or knowledge to give success to our desires. Accordingly, on the 8th day of June (Monday), at two o'clock, P. M., the assembly was called to order, and opened with a prayer by Rev. Dr. Messler, of Somerville. He was followed by Mr. J. F. Severance, principal of the female academy, in an address explanatory of the objects of the meeting. Arrangements were then made, embracing in substance the following order of exercises: to open every morning session at nine o'clock, with reading the Scriptures by all the members and prayer; then changing every half hour, a practical exercise in reading, spelling, the principles of orthography, the science of arithmetic, geography, grammar, and the theory and practice of teaching. A recess of five minutes, in both morning and afternoon sessions, an hour and a half for dinner, and a session of three hours in each half day. These exercises were varied according to circumstances and at the wishes of the members.

But few teachers enrolled their names on the first day, but the number kept steadily increasing, and in all about thirty-five teachers participated in the exercises. Some, however, did not come till the second or third day, but a fair proportion were in attendance every day. Several gentlemen of Somerville also took a steadfast interest in all the arrangements, and entered into the exercises with a zeal equal to that of any of the teachers. The instructors manifested great tact in managing their "grown up children," and greatly endeared themselves to all their pupils. The institute adjourned on Saturday at noon, having passed a vote of thanks to their instructors; resolved to have another session in the month of October, and made preliminary arrangements for a common school celebration on the 4th of July. The influence of this meeting seemed to be a happy one; an impulse was given to the teachers and the cause of education, which was immediately and permanently felt.

Soon after occurred the celebration of the 4th July. Twelve hundred children assembled from all parts of the county, and, decked with banners and badges and wreaths, made the air vocal with their merry songs. Arranging in procession at the court-house, under the guidance of Col. Thomson, officer of the day, they marched to an adjacent grove, where they were addressed by several persons from different positions; were then regaled with a bountiful supply of bread and cakes, and candies, and early in the afternoon began to return to their homes, which all reached without an accident.

Accompanying this, I send you a brief account of the second session of the institute. It was not so well attended as the first, because it was out of my power to urge the preparatory steps with the zeal and labour devoted to the first. Several of the teachers in my own township were prevented by excusable circumstances, and there were fewer employed than in the summer. But we failed entirely in persuading to our assistance the superintendents of Bedminster, Bernards, and Warren. To either meeting, of course, their teachers did not come.

The proposition to apply to the legislature for a grant of some of the county school funds to sustain future institutes, we hope will be successful. The expenses were comparatively small, embracing only the actual expenses of the teachers, and the use and care of the room; but this was borne by only five of us, and not by townships, but by proportion of appropriation of public money. The meetings cost me about ten dollars, besides the necessary trouble and correspondence, none of which I begrudged; but my limited means will not allow it, and I have some fear lest our successors will not be as zealous in this cause as we have urged ourselves to be.

C. C. HOAGLAND

WARREN COUNTY.

BLAIRSTOWN TOWNSHIP.

The schools have been visited as required by law. The money yet unpaid will undoubtedly all be called for by the first of April next, the schools all being in operation. The above moneys which have been expended includes \$24.96, that was paid on an order presented by the trustees of the parochial school in this township, of which I wrote to you for information in July last. On the receipt of your answer thereto, I apportioned the money, and filed certificates thereof, with the district trustees, without regard to the parochial school. In October, the trustees of that school demanded the money, which I refused to pay. Mr. J. I. Blair, who claims to be a trustee, then offered me his bond to indemnify me in the payment thereof; also the promise of a prosecution if I refused, alleging that he was *determined* to have it. Considering the hint imperative, with much reluctance I paid the money, and took the bond, but not until I had requested of them the privilege of acting as all should act, did the law require the superintendent to be a sworn officer.

The district trustees have my certificate of the apportionment of the money, with my signature thereto, and undoubtedly will prosecute me as soon as their school is closed for the season.

SIMEON COOKE.

FRANKLIN TOWNSHIP.

The condition of the schools in this township is improving. Parents are manifesting a greater interest in the prosperity of the schools, and good teachers are in great demand. I would suggest the propriety of establishing normal schools, for the purpose of educating youth who wish to engage in the business. We are obliged to take some men for teach-

ers who are not qualified as well as they should be, or leave the schools vacant. I would also suggest the propriety of altering the school law, in such manner as to allow the inhabitants of the several townships to raise a sufficient amount of money to pay teachers a good salary (say for nine months in a year in each district), and that the money be equally divided between the districts, without any reference to the number of children living in the district. By this means all the districts would be enabled to command the services of good teachers, whether they have a greater or less number of children living in them. The number of children residing in the several districts of this township is very unequal, and it cannot be conveniently remedied. The consequence is, the large districts, which are better able to support a school, draw the greatest amount of public money; and the small districts are unable to pay for the services of a teacher without a greater effort. I am satisfied that the inhabitants of this township would be willing to raise a sufficient amount of money to have their schools kept free.

JOSEPH VLEIT.

FRELINGHUYSEN TOWNSHIP.

The experience of one year has convinced me that a reform is greatly needed in the matter of education, and I think the public are coming to the same conclusion.

How is the needed reform to be wrought? that is the question. Whatever may be desirable in order to this reform, one thing is necessary, the well trained teacher. The business of teaching should take the rank of an honourable profession. Education should be committed to none but competent hands. This precaution has not been well heeded. I would not say that, as a body, our teachers are lacking in general education; but what I would say is, that they lack that special education which fits its subject for a skilful teacher. Whatever is to be done by the application of means, may be done skilfully or unskilfully, according to the tact of the performer, and that depends almost wholly upon training. The theory of a thing it is well to know, but that will not suffice alone;

else all our mechanics might furnish themselves with the requisite skill, without the drudgery of apprenticeship. It is just as true that the art of teaching must itself be learned.

New Jersey has done many good works; let her add to the honourable list one more. She can propose to herself no higher or better object than to train and send forth into the fifteen hundred school districts, scattered throughout her borders, the skilful teacher, who understands what education means, in its length and breadth. She would thereby confer upon her hundred and ten thousand children, entitled to the benefit of her school fund, a priceless boon. She would place within their reach, nay, she would put them in possession, whether they will or not, of an element of power, prosperity, and national enjoyment capable of indefinite expansion. She would help to develop that noblest substance, which, though not material like the fruit of her soil, nor like that which is made by the cunning hands of her artizans, nor like that which is dug from beneath her surface, is of untold value in itself, and the potent instrument which turns all material things to valuable account.

W.M. P. VAIL.

MANSFIELD TOWNSHIP.

The improvement in the character and condition of the schools generally throughout the township, during the past year, has been apparent, although it would appear from the above statistics, that the number actually attending school has greatly diminished since the last report. This, however, is not owing to a want of interest on the part of parents or guardians in the sending their children to school, but in consequence of a division lately occurring in the township. Nearly all the schools have been regularly visited once a quarter. They are tolerably well regulated, orderly, and classed according to their advancement, and most of them as efficiently taught as we could reasonably expect for the meagre compensation allowed the teachers. Unusual attention has been given to spelling, reading, the art of composition, and, in fact, to every department of primary education; still

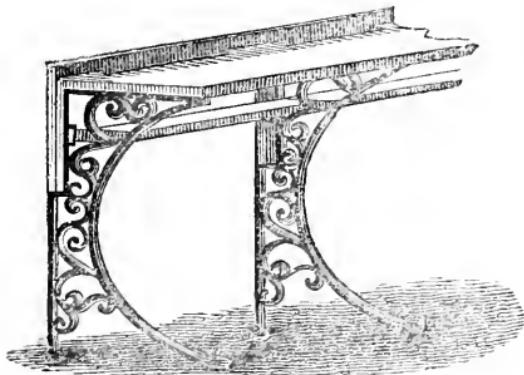
we sensibly feel our deficiencies. That we have come far short of what we might have accomplished, and that there is yet room for greater improvement, are facts too obvious to be denied. We regret to say that, in nearly all the districts, very little zeal or interest has been manifested by the trustees, parents, and others friendly to the cause of education, in reference to visiting the schools. It certainly would have afforded the superintendent, the teachers, and the scholars great pleasure and encouragement to have beheld the smiling countenances of those who ought to manifest a deep and abiding interest in the progress of the pupils. Now, in regard to our school-houses, we desire simply to state, that some of them are in excellent, while others are in a dilapidated condition. They are generally located as near the public highway as possible. There are no play-grounds attached to either of them ; the children are compelled, if they play at all, to do so in the streets, very much to the annoyance of those passing and repassing. Would it not be very advantageous, to the children at least, if the trustees, when contemplating the erection of a school-house, were to be a little more particular in the selection of a suitable site ; and especially to the internal arrangement of the house, as regards the height of, and furnishing the seats with good and sufficient backs ; thus making them more convenient and comfortable.

JOHN I. CAREY.

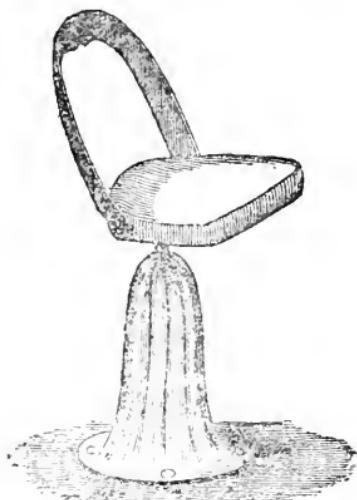
OXFORD TOWNSHIP.

The time has arrived in which it becomes my duty to report to you the schools of the township of Oxford. If they were in that state of improvement in which I desire to see them, I would discharge this duty with pleasure. I have laboured to excite an interest in the minds of the people in reference to our schools, but I have laboured with little success. When I talk to the people about rejecting teachers who are not qualified, as described in your book of forms, their reply is, they are good enough to teach our schools. If I tell them that all our children ought to understand the science of grammar, they say it is of no use. But upon the whole I think our schools are improving. I have thought if we could obtain a visit from you to address our people and schools on the importance of education, it would be a great benefit to us. Doct. Byington and I have talked about writing to you to solicit this favour from you. I told him that he should write, and perhaps he has. I have a great desire to see our schools improve. I would not only like to see our teachers moral, but also men of piety, not only to teach our children the science of this world, but that which is the best of all sciences, that of christianity.

HENRY C. MAJOR.



No. 1, is a plan of a school desk, to accommodate two scholars, the stanchions or supporters of which, are cast iron, to which the wood work can be fitted by any carpenter; they can be made to accommodate any number.



No. 2, is a plan of a school seat or chair of cast iron, except the seat, which is of wood; it is fixed to the floor by screws, and possesses a revolving motion, and is made of four different heights.



No. 3, is position of child, when at the desk.

These articles are manufactured and sold by J. L. Mort, 261 Water-street, New York.

SCHOOL ARCHITECTURE.

[THE following pages, explanatory of the history and contents of BARNARD'S SCHOOL ARCHITECTURE, published by A. S. Barnes & Co., New York, are republished in this form, with the permission of the author and publishers.]

PREFACE.

THE following contribution to the improvement of school-houses, was originally prepared by the author in 1838, as one of a series of addresses designed for popular and miscellaneous audiences, and as such, was delivered in various towns in Connecticut during the four years he acted as Secretary of the Board of Commissioners of Common Schools for that State. It was printed for the first time in the Connecticut Common School Journal in the winter of 1841; and again, in 1842, as one of the documents appended to his Annual Report to the Board for that year. Since that date it has been repeatedly published, each time with additional plans and descriptions of new and convenient school-houses, until upwards of twenty thousand copies have been gratuitously circulated in the States where the author has been called upon to labor in the cause of common-school improvement, or among the friends of popular education in other parts of the country. At the suggestion of many of these friends, the work has been put into the hands of a publishing house, to be brought before the public, in the hope that it may still continue to help those who are looking round for approved plans of school-houses, by introducing them to the results of much study, observation and experience on the part of many laborers in this department of public education. It was the wish of the author to revise that portion of the work in which the general principles of school architecture are discussed, and to arrange the various plans and descriptions of improvements in the construction, internal arrangement, and furniture of school-houses, which have been added to each successive edition in the order of time in which they have been brought to his notice, under appropriate heads. But his time is too much absorbed in the immediate and pressing duties of his office, to admit of his doing any thing beyond a general superintendence of the publication, and the preparation of a few additional plans, for this edition.

With such views, therefore, as the essay originally presented, and with such modifications and additions as he has been able to embody in each successive edition, it is now committed to the hands of the publishers. These views were formed after a careful consideration of the

subject in its various relations, direct and indirect, to the health, manners, morals, and intellectual progress of children, and the health and success of the teacher, both in government and instruction. The subject was forced on the attention of the author in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district school-house, standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect, the work which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle that to make an edifice good for school purposes, it should be built for children at school, and their teachers; for children differing in age, sex, size, and studies, and therefore requiring different accommodations; for children engaged sometimes in study and sometimes in recitation; for children whose health and success in study require that they shall be frequently, and every day, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children whose manners and morals,—whose habits of order, cleanliness and punctuality,—whose temper, love of study, and of the school, are in no inconsiderable degree affected by the attractive or repulsive location and appearance, the inexpensive out-door arrangements, and the internal construction of the place where they spend or should spend a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a teacher whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation, may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted, warmed, ventilated and seated.

With these general views of school architecture, this essay was originally written. The author will be happy to receive from any quarter, plans and descriptions of new school-houses, and to insert them in subsequent editions of this work, with proper acknowledgment for the same.

H. BARNARD.

*Office of Commissioner of Public Schools,
Providence, R. I., January 1, 1848.*

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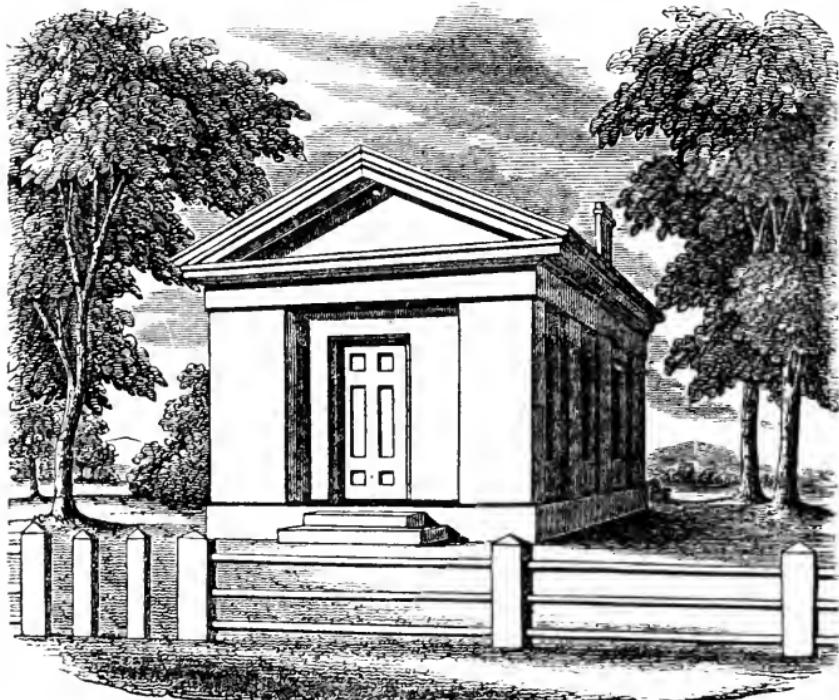
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2. PLANS AND DESCRIPTIONS OF SCHOOL-HOUSES RECENTLY ERECTED.

The following school-houses are selected for representation and description, not because they are superior to all others, or are unexceptionable in every respect, but because the plans could be conveniently obtained, and in them all, the great principles of school-architecture are observed.

PLANS, &c., OF SCHOOL-HOUSE, DISTRICT NO. 6, WINDSOR, CT.



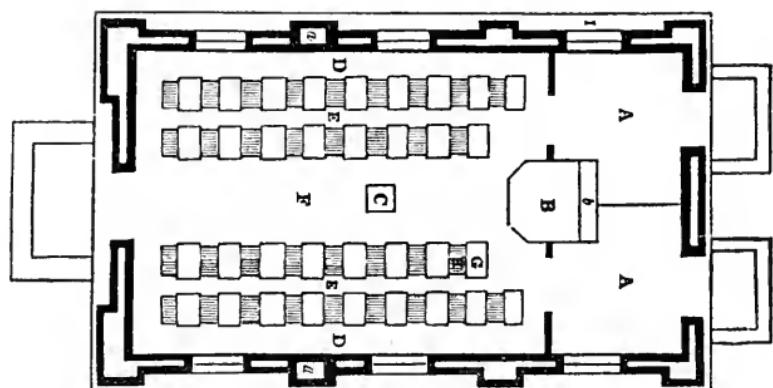
The building stands 60 ft. from the highway, near the center of an elevated lot which slopes a little to the south and east. Much the larger portion of the lot is in front, affording a pleasant play ground, while in the rear there is a woodshed, and other appropriate buildings, with a separate yard for boys and girls. The walls are of brick, and are hollow, so as to save expense in securing the antae or pilasters, and to prevent dampness. This building is 33 ft. 6 inches long, 21 ft. 8 inches wide, and 18 ft. 9 inches high from the ground to the eaves, including 2 ft. base or underpinning.

The entries A A, one for boys and the other for girls, are in the rear of the building, through the woodshed, which, with the yard, is also divided by a partition. Each entry is 7 ft. 3 inches, by 9 ft. 3 inches, and is supplied with a scraper and mat for the feet, and shelves and hooks for outer garments.

The school-room is 24 ft. 5 inches long, by 19 ft. 4 inches wide, and 15 ft. 6 inches high in the clear, allowing an area of 472 ft. including the recess for the teacher's platform, and an allowance of 200 cubic feet of air to a school of 36.

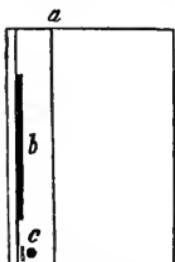
The teacher's platform B, is 5 ft. 2 inches wide, by 6 ft. deep, including 3 ft. of recess, and 9 inches high. On it stands a table, the legs of which are set into the floor, so as to be firm, and at the same time movable, in case the platform is needed for declamation, or other exercises of the

scholars. Back of the teacher is a range of shelves *b*, already supplied with a library of near 400 volumes, and a globe, outline maps, and other apparatus. On the top of the case is a clock. A blackboard 5 ft. by 4, is suspended on weights, and steadied by a groove on each end, so as to admit of being raised and lowered by the teacher, directly in front of the book case, and in full view of the whole school. At the bottom of the blackboard is a trough to receive the chalk and the sponge, or soft cloth.

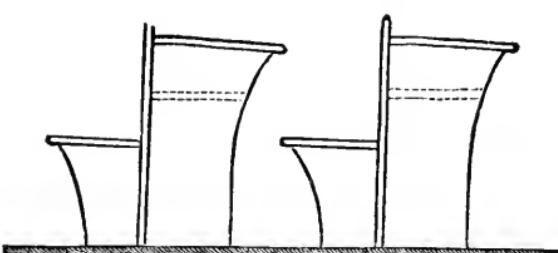


The passages *D D*, are 2 ft. wide, and extend round the room; *E E* are 15 inches, and allow of easy access to the seats and desks on either hand. *F* is 5 ft. 3 inches, and in the center stands an open stove *C*, the pipe of which goes into one of the flues, *a*. The temperature is regulated by a thermometer.

Each pupil is provided with a desk *G*, and seat *H*, the front of the former, constituting the back or support of the latter, which slopes $2\frac{1}{2}$ inches in 16. The seat also inclines a little from the edge. The seats vary in height, from $9\frac{1}{2}$ inches to 17, the youngest children occupying those nearest the platform. The desks are 2 ft. long by 18 inches wide, with a shelf beneath for books, and a groove on the back side *b*, (Fig. 4) to receive a slate, with which each desk is furnished by the district. The upper surface of the desk, except 3 inches of the most distant portion, slopes 1 inch in a foot, and the edge is in the same perpendicular line with the front of the seat. The level portion of the desk has a groove running along the line of the



Top of Desk.



Section of Seat and Desk.

slope *a*, (Fig. 4) so as to prevent pencils and pens from rolling off, and an opening *c*, (Fig. 8) to receive an inkstand, which is covered by a metallic lid.

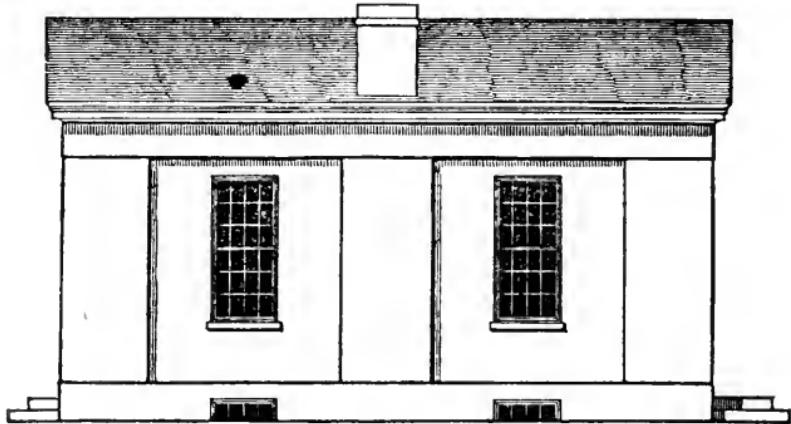
The windows, *I*, three on the north and three on the south side, contain each 40 panes of 8 by 10 glass, are hung (both upper and lower sash) with weights so as to admit of being raised or lowered conveniently. The sills

are three feet from the floor. Those on the south side are provided with curtains and blinds.

The proper ventilation of the room is provided for by the lowering of the upper sash, and by an opening 14 inches by 18, near the ceiling, into a flue, (Fig. 2.) *a*, which leads into the open air. This opening can be enlarged, diminished, or entirely closed by a shutter controlled by a cord.

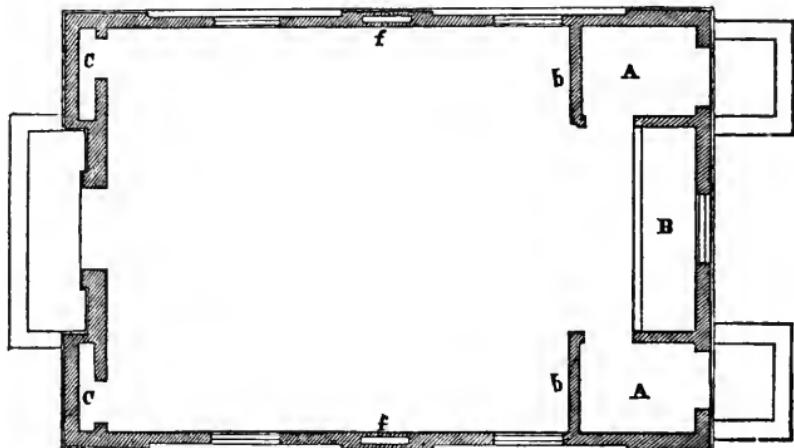
The sides of the room are ceiled all round with wood as high as the window sill, which, as well as the rest of the wood work of the interior, is painted to resemble oak.

The following cuts represent a modification of the Windsor plan, as prepared



Side Elevation.

for a Primary School in Hartford. The entries (*A A*) are smaller. The teacher's platform is at the end, so as to overlook both yards in the rear.



Ground Plan.

PLANS AND DESCRIPTIONS OF SCHOOL-HOUSES, RECENTLY ERECTED IN RHODE ISLAND.

By the school law of Rhode Island, as revised in 1845, a school district cannot receive its distributive share of any appropriation made by the State, or the town in which the district is located, for the support of public schools, unless such district has complied with the requirements of the law, and, among other things, unless one or more public schools have been taught in the district by a teacher properly qualified, in *a school-house approved by the school committee of the town.* To enable the districts to comply with this provision of the law, the general power of taxation, for this and other school purposes, is conferred on a majority of the legal voters of every school district. To protect the property of a minority, and especially of non-residents, from an abuse of this power, and, at the same time, to secure a suitable school-house for the district, the amount of tax to be levied, and the location, and plan of the school-house must be approved beforehand by the school committee of the town, or the Commissioner of Public Schools for the State. It is also made the duty of the State Commissioner, "to diffuse, as widely as possible, by public addresses, and personal communication with school officers, teachers, and parents, a knowledge of existing defects, and desirable improvements in the administration of the school system." Under these provisions much has been done towards furnishing the public schools with spacious, attractive, and convenient school-houses. Prior to 1844, there was not a public school-house in the State, out of Providence, which could be pointed to as a model in the essential features of such a structure. In one half of the towns, the public schools were taught in buildings owned by proprietors, many of which were erected, originally, for other purposes, and all of them were unfit for children at school; they were badly located, small, inconvenient, and dilapidated. The attention of parents and school officers was early, earnestly, and perseveringly called to the almost necessary connection between a good school-house and a good school, and to the immense injury done to the comfort and health of children by the too common neglect of ventilation, temperature, and furniture of school-rooms. The subject was introduced into every public address, as a preliminary step in the work of educational improvement. Six thousand pamphlets, containing a variety of plans of school-houses for large and small districts, and for schools of different grades, were scattered over the State. Plans and details of construction were gratuitously furnished to builders and committees. Efforts were made to get up at least one model house in each county, in which the true principles of school architecture should be carried out, and could be seen. Men of wealth and intelligence in the large districts were seen and interested in the erection of new and commodious structures, which should be ornamental to their villages, and attractive and comfortable to the children. School committees were instructed to withhold the public

money from districts whose houses should be considered by them as not *school-worthy*.

The results have fully justified the practicability of these and other efforts—a complete renovation, nay, a revolution, having passed over the school-houses of this State. Old, dilapidated, repulsive, inconvenient houses having given place to new, neat, attractive and commodious structures, in a majority of the districts. Liberal appropriations have been freely voted; and men of business and taste have accepted the supervision of the expenditure. Rhode Island can now boast of more good school-houses, and fewer poor ones, in proportion to the whole number, than any other State—more than one hundred and fifty thousand dollars having been voluntarily voted for this purpose in less than three years, not including the city of Providence. The few poor houses which remain, if they can resist much longer the attacks of the elements, cannot stand up against the accumulating weight of public condemnation.

In the following pages will be found plans and descriptions of a few of the best school-houses, which have been recently erected in Rhode Island, for schools of different grades. They are not presented as faultless specimens of school-architecture, but as embracing, each, some points of excellence, either in style, construction, or arrangement.

Although the author of this treatise, as Commissioner of Public Schools for Rhode Island, was consulted in almost every instance by the local building committee, and was always gratified in having opportunities to furnish plans, or make suggestions—yet he was seldom able to persuade the committee, or the carpenters, to carry out his plans and suggestions thoroughly. Something would be taken from the height, or the length, or the breadth;—some objections would be made to the style of the exterior or the arrangement of the interior;—the plans recommended for securing warmth and ventilation were almost invariably modified, and in very many instances entirely neglected. He desires, therefore, not to be held responsible for the details of any one house, as it now stands—for being thus held responsible, he should probably receive credit for improvements which others are as much entitled to as himself, and should in more instances be held accountable for errors of taste, and deficiencies in internal arrangements, against which he protested with those having charge of the building. But with some reservation, most of the school-houses recently erected in Rhode Island can be pointed to as embracing many improvements in school architecture. To Mr. Thomas A. Test, of Providence, much credit is due for the taste which he has displayed in the designs furnished by him, and for the elevations which he drew for plans furnished or suggested by the Commissioner. He should not, however, be held responsible for the alterations made in his plans by the committees and carpenters having charge of the erection of the buildings after plans furnished by him.

The following are among the features which the Commissioner has

endeavored to secure in the best class of school edifices, respecting the location, or plan of which he was consulted, or called upon officially to act :

1. A location, healthy, accessible from all parts of the district; retired from the dust, noise, and danger of the highway; attractive, from its choice of sun and shade, and commanding, in one or more directions, the cheap, yet priceless educating influences of fine scenery.

2. A site large enough to admit of a yard in front of the building, either common to the whole school or appropriated to greensward, flowers and shrubbery, and two yards in the rear, one for each sex, properly inclosed, and fitted up with rotary swings, and other means of recreation and exercise, and with privies, which a civilized people never neglect.

3. Separate entrances to the school-room for each sex; each entrance distinct from the front door, and fitted up with scraper, mats, and old broom for the feet; with hooks, shelves, &c., for hats, over-coats, over-shoes, and umbrellas; with sink, pump, basin and towels, and with brooms and duster, and all the means and appliances necessary to secure habits of order, neatness and cleanliness.

4. School-room, in addition to the space required by aisles and the teacher's platform, sufficient to accommodate with a seat and desk, not only each scholar in the district who is in the habit of attending school, but all who may be entitled to attend; with verge enough to receive the children of industrious, thoughtful, and religious families, who are sure to be attracted to a district which is blessed with a good school-house and a good school.

5. At least one spare room for recitation, library, and other uses, to every school-room, no matter how small the school may be.

6. An arrangement of the windows, so as to secure one blank wall, and at the same time, the cheerfulness and warmth of the sunlight, at all times of the day, with arrangements to modify the same by blinds, shutters, or curtains.

7. Apparatus for warming, by which a large quantity of pure air from outside of the building can be moderately heated, and introduced into the room without passing over a red-hot iron surface, and distributed equally to different parts of the room.

8. A cheap, simple, and efficient mode of ventilation, by which the air in every part of a school-room, which is constantly becoming vitiated by respiration, combustion, or other causes, may be constantly flowing out of the room, and its place filled by an adequate supply of fresh air drawn from a pure source, and admitted into the room at the right temperature, of the requisite degree of moisture, and without any perceptible current.

9. A desk with at least two feet of top surface, and in no case for more than two pupils, inclined towards the front edge one inch in a foot, except two to three inches of the most distant portion, which should be level, and covered with cloth to prevent noise—fitted with an ink-pot (supplied with a lid and a pen-wiper,) and a slate, with a pencil-holder and a sponge attached, and supported by end-pieces or

stanchions, curved so as to be convenient for sweeping, and to admit of easy access to the seat—these of varying heights for small and large pupils, the front edge of each desk being from seven to nine inches (seven for the lowest and nine for the highest,) higher than the front edge of the seat or chair attached.

10. A chair or bench for each pupil, and in no case for more than two, unless separated by an aisle, with a seat hollowed like an ordinary chair, and varying in height from ten to seventeen inches from the outer edge to the floor, so that each pupil, when properly seated, can rest his feet on the floor without the muscles of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back, rising above the shoulder-blades.

11. An arrangement of the seats and desks, so as to allow of an aisle or free passage of at least two feet around the room, and between each range of seats for two scholars, and so as to bring each scholar under the supervision of the teacher.

12. Arrangements for the teacher, such as a separate closet for his overcoat, &c., a desk for his papers, a library of books of reference, maps, apparatus, and all such instrumentalities by which his capacities for instruction may be made in the highest degree useful.

13. Accommodations for a school library for consultation and circulation among the pupils, both at school and as a means of carrying on the work of self-education at their homes, in the field, or the workshop, after they have left school.

14. A design in good taste and fit proportion, in place of the wretched perversions of architecture, which almost universally characterize the district school-houses of New England.

15. While making suitable accommodation for the school, it will be a wise, and, all things considered, an economical investment, on the part of many districts, to provide apartments in the same building, or in its neighborhood, for the teacher and his family. This arrangement will give character and permanence to the office of teaching, and at the same time secure better supervision for the school-house and premises, and more attention to the manners of the pupils out of school. Provision for the residence of the teacher, and not unfrequently a garden for his cultivation, is made in connection with the parochial schools in Scotland, and with the first class of public schools in Germany.

16. Whenever practicable, the privies should be disconnected from the play-ground, and be approached from a covered walk. Perfect seclusion, neatness and propriety should be strictly observed in relation to them.

17. A shed, or covered walk, or the basement story paved under feet, and open for free circulation of air for the boys, and an upper room with the floor deafened and properly supported for calisthenic exercises for the girls, is a desirable appendage to every school.

As many of the houses described are provided with very inadequate means of warming and ventilation, the following summary of the principles, which ought to be regarded in all arrangements for

these objects, is given as the result of much observation, reflection, and experience.

1. The location of the school-house must be healthy, and all causes,—such as defective drains, stagnant water, decaying animal or vegetable substances, and manufactures, whose operations evolve offensive and deleterious gases,—calculated to vitiate the external atmosphere, from which the air of the school-room is supplied, must be removed or obviated.

2. The means provided for ventilation must be sufficient to secure the object, independent of doors and windows, and other lateral openings, which are intended primarily for the admission of light, passage to and from the apartment, and similar purposes. Any dependence on the opening of doors and windows, except in summer, will subject the occupants of the room near such points to currents of cold air when the pores of the skin are open, and when such extreme and rapid changes of temperature are particularly disagreeable and dangerous.

3. Any openings in the ceiling for the discharge of vitiated air into the attic, and hence to the exterior of the building, or by flues carried up in the wall, no matter how constructed or where placed, cannot be depended on for purposes of ventilation, unless systematic arrangements are adopted to effect, in concert with such openings, the introduction and diffusion of a constant and abundant supply of pure air, in the right condition as to temperature and moisture.

4. All stoves, or other heating apparatus, standing in the apartment to be warmed, and heating only the atmosphere of that apartment, which is constantly becoming more and more vitiated by respiration and other causes, are radically defective, and should be altogether, without delay, and forever discarded.

5. Any apparatus for warming pure air, before it is introduced into the school-room, in which the heating surface becomes *red-hot*, or the air is warmed above the temperature of boiling water, is inconsistent with true ventilation.

6. To effect the combined objects of warming and ventilation, a large quantity of moderately heated air should be introduced in such a manner as to reach every portion of the room, and be passed off by appropriate openings and flues, as fast as its oxygen is exhausted, and it becomes vitiated by carbonic acid gas, and other noxious qualities.

7. The size and number of the admission flues or openings will depend on the size of the school-room, and the number of persons occupying the same; but they should have a capacity to supply every person in the room with at least five cubic feet of air per minute. Warm air can be introduced at a high as well as a low point from the floor, provided there is an exhaustive power in the discharging flues sufficient to secure a powerful ascending current of vitiated air from openings near the floor.

8. Openings into flues for the discharge of vitiated air, should be made at such points in the room, and at such distances from the openings for the admission of pure warm air, that a portion of the

warm air will traverse every part of the room, and impart as much warmth as possible, before it becomes vitiated and escapes from the apartment.

These openings can be made near the floor, at points most distant from the admission flues, provided there is a fire draught, or other power operating in the discharging flues, sufficient to overcome the natural tendency of the warm air in the room to ascend to the ceiling; otherwise they should be inserted in or near the ceiling.

Openings at the floor are recommended, not because carbonic acid gas, being heavier than the other elements of atmospheric air, settles to the floor, (because, owing to the law of the diffusion of gases among each other, carbonic acid gas will be found equally diffused through the room,) but because, when it can be drawn off at the floor, it will carry along with it the cold air which is admitted by open doors, and at cracks and crevices, and also the offensive gases sometimes found in school-rooms.

9. All openings, both for the admission and discharge of air, should be fitted with valves and registers, to regulate the quantity of air to pass through them. The quantity of air to be admitted should be regulated before it passes over the heating surface; otherwise, being confined in the air chamber and tubes, the excessive heat will cause much injury to the pipes and the woodwork adjoining.

10. All flues for ventilation, not intended to act in concert with some motive power, such as a fan, a pump, the mechanism of a clock, a fire-draught, a jet of steam, &c., but depending solely on the spontaneous upward movement of the column of warm air within them, should be made large, (of a capacity equal to at least 18 inches in diameter,) tight, (except the openings at the top and bottom of the room;) smooth, (if made of boards, the boards should be seasoned, matched, and planed; if made of bricks, the flue should be round, and finished smooth,) and carried up on the inside of the room, or in the inner wall, with as few angles and deviations from a direct ascent as possible, above the highest point of the roof.

11. All flues for the discharge of vitiated air, even when properly constructed and placed, and even when acting in concert with a current of warm air flowing into the room, should be supplied with some simple, reliable exhaustive power, which can be applied at all seasons of the year, and with a force varying with the demands of the season, and the condition of the air in the apartment.

12. The most simple, economical, and reliable motive power available in most school-houses is heat, or the same process by which the natural upward movements of air are induced and sustained. Heat can be applied to the column of air in a ventilating flue,

1. By carrying up the ventilating flue close beside, or even within the smoke flue, which is used in connection with the heating apparatus.

2. By carrying up the smoke-pipe within the ventilating flue, either the whole length, or in the upper portion only. In a small school-room, the heat from the smoke-pipe carried up for a few feet only in the ventilating flue before it projects above the roof, is a

motive power sufficient to sustain a constant draught of cool and vitiated air, into an opening near the floor.

3. By kindling a fire at the bottom, or other convenient point in the ventilating flue.

If the same flue is used for smoke from the fire, and vitiated air from the apartment, some simple self-acting valve or damper should be applied to the opening for the escape of the vitiated air, which shall close at the slightest pressure from the inside of the flue, and thus prevent any reverse current, or down draught, carrying smoke and soot into the apartment.

4. By discharging a jet of steam, or a portion of warm air from the furnace, or other warming apparatus, directly into the ventilating flue.

Any application of heat by which the temperature of the air in the ventilating flue can be raised above the temperature of the apartment to be ventilated, will cause a flow of air from the apartment to sustain the combustion, (if there is a fire in the flue,) and to supply the partial vacuum in the flue, which is caused by the rarefaction of the air in the same.

In all school buildings, when several apartments are to be ventilated, the most effectual, and, all things considered, the most economical, mode of securing a motive power, is to construct an upright brick shaft or flue, and in that to build a fire, or carry up the smoke-pipe of the stove, furnace, or other warming apparatus ; and then to discharge the ventilating flues from the top or bottom of each apartment, into this upright shaft. The fire draught will create a partial vacuum in this shaft, to fill which, a draught will be established upon every room with which it is connected by lateral flues. Whenever a shaft of this kind is resorted to, the flues for ventilation may be lateral, and the openings into them may be inserted near the floor.

13. With a flue properly constructed, so as to facilitate the spontaneous upward movement of the warm air within it, and so placed that the air is not exposed to the chilling influence of external cold, a turncap, constructed after the plan of Emerson's Ejector, or Mott's Exhausting Cowl, will assist the ventilation, and especially when there are any currents in the atmosphere. But such caps are not sufficient to overcome any considerable defects in the construction of the ventilating flues, even when there is much wind.

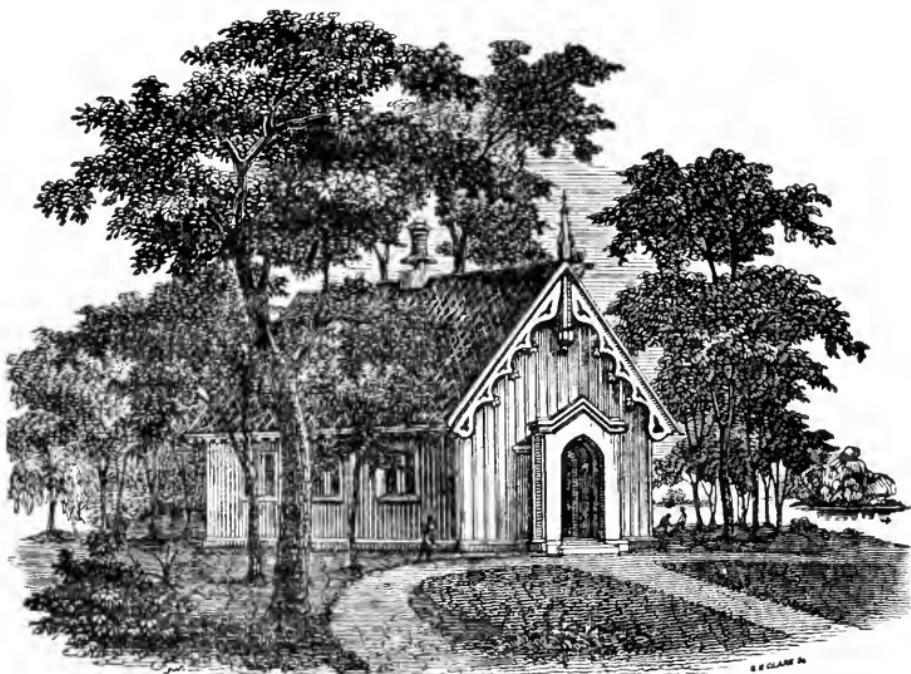
14. The warming and ventilation of a school-room will be facilitated by applying a double sash to all windows having a northern and eastern exposure.

15. In every furnace, and on every stove, a capacious vessel well supplied with fresh water, and protected from the dust, should be placed.

16. Every school-room should be furnished with two thermometers placed on opposite sides in the room, and the temperature in the winter should not be allowed to attain beyond 68° Fahrenheit at a level of four feet from the floor, or 70° at the height of six feet.

17. The necessity for ventilation in an occupied apartment is not obviated by merely reducing the atmosphere to a low temperature.

PRIMARY SCHOOL IN WESTERLY, R. I.



The above cut presents a sufficiently correct view of a Primary School-house erected in Westerly in 1846, after designs by Mr. Test, of Providence, except that there are two porches or entrances in front, instead of one, as shown in the above view. The porch opens into a spacious entry furnished with hooks and shelves for hats, bonnets, &c., and a sink, with water-pail, wash-bowls, &c. The school-room accommodates sixty pupils, with a desk and seat, each desk accommodating two scholars. In the original plan there were to be thirty chairs, similar to the Boston Primary School Chair, but the committee preferred that every child should have a desk, in which a slate should be inserted.

There is a blackboard, or black surface in front of the scholars, extending between the two entrance doors, and across the entire end in the rear. Below the blackboard, at the rear end of the school-room, there is a leaf in which slates are inserted, where the young children can copy, or otherwise amuse themselves, from lessons drawn by the teacher on the blackboard above.

The play-ground attached is spacious, and the children can there amuse and recreate themselves in the open air, without exposure to accidents from passing vehicles, &c.

A second primary school-house on the same plan has been erected in another part of the village.

With very slight modifications, these houses can be pointed to as safe models for Primary school-houses.

These schools receive the small children, while the older attend in an intermediate department and in the High School situated in the centre of the village. These schools, as at present organized and managed, meet the educational wants of the village.

PLAN OF VILLAGE SCHOOL-HOUSE IN ALLENDALE, N. PROVIDENCE, R. I.

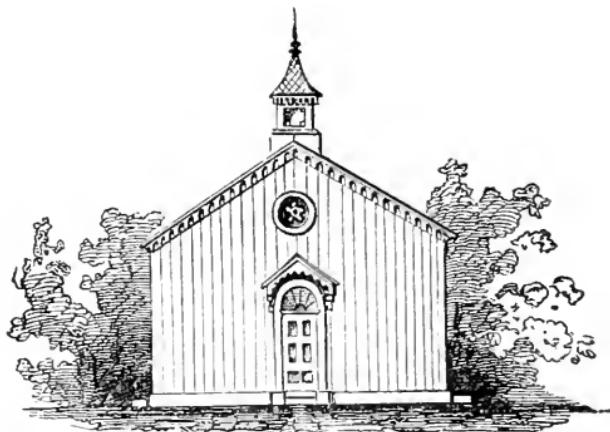


The above is a view of the Village school-house erected by Z. Allen, Esq., at Allendale, North Providence, after designs by T. A. Test, of Providence. It is situated in a beautiful grove, on a little knoll which admits of a basement room in the rear, originally designed for a library and reading room for the village, but now occupied by a Primary school. It is built of stone in a style very common in structures of this kind in England. The main room, which is intended for a school-room, although for the present used for lectures, and religious exercises, is very appropriately finished—the walls being made to represent stone work of a very subdued neutral tint, and the ceiling, supported by wooden tracery, is finished partially in the roof, leaving the necessary open space above to protect the room from the effects of excessive heat and cold. The ceiling, wainscoting, seats, desks and doors, are grained in imitation of oak. It is thoroughly ventilated and warmed by air heated in a chamber below.

By the above pleasing specimen of the Elizabethan style, and other varieties not commonly introduced into structures of this kind, Mr. Test has broken, in Rhode Island at least, the dull monotony of wretched perversions of architecture which characterize the village and country school-houses of New England. We shall present in another place a few specimens of the Elizabethan style, in front and side elevations, for large and small schools, which can be easily modified to suit the wants of particular localities.

In many neighborhoods it is a matter of economy to build of stone, and where this is the case, the style of architecture should be adapted to the material.

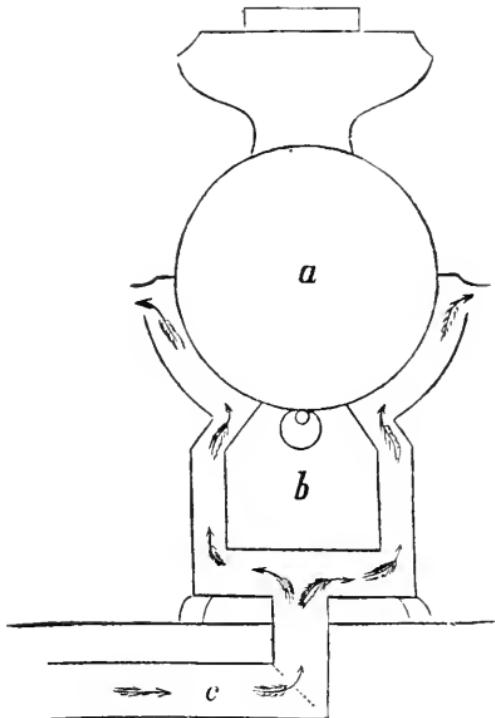
PLAN OF DISTRICT SCHOOL-HOUSE IN GLOCESTER, R. I.



The above cut represents the front elevation of a new school-house erected in District No. 13, in the town of Gloucester, Rhode Island, which, for location, neatness, and proportion in the external appearance, mode of seating, warming and ventilation, can be consulted as a safe model for small agricultural districts. The cost of the building and furniture was \$600. The style and arrangement of the seats and desks is indicated in Figures 3 and 4. The end pieces are of cast iron, and so shaped, as to facilitate the sweeping of the room, and the pupils getting in and out of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.

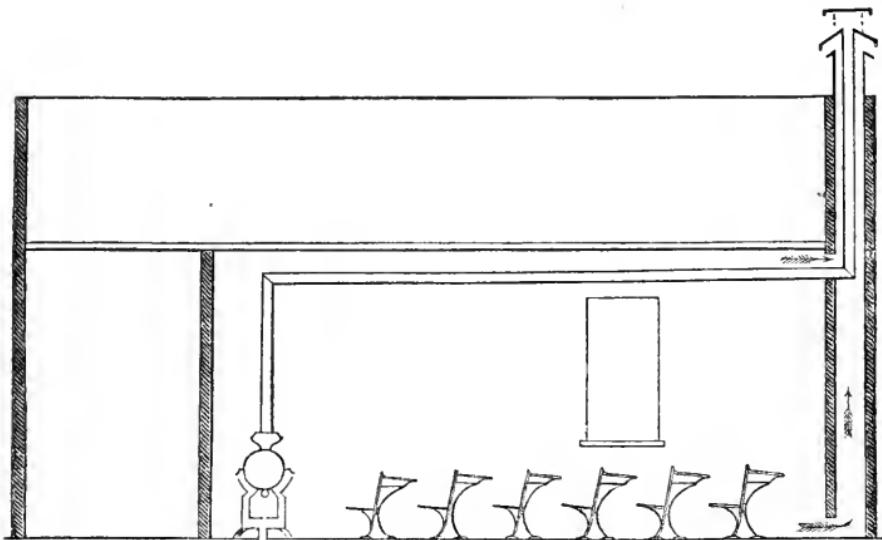
The room is heated by *Mott's Ventilating School Stove*, designed both for wood and hard coal. Fresh air is introduced from outside of the building by a flue beneath the floor, and is warmed by passing along the heated surfaces of the stove as indicated in the following section.

FIG. 2.



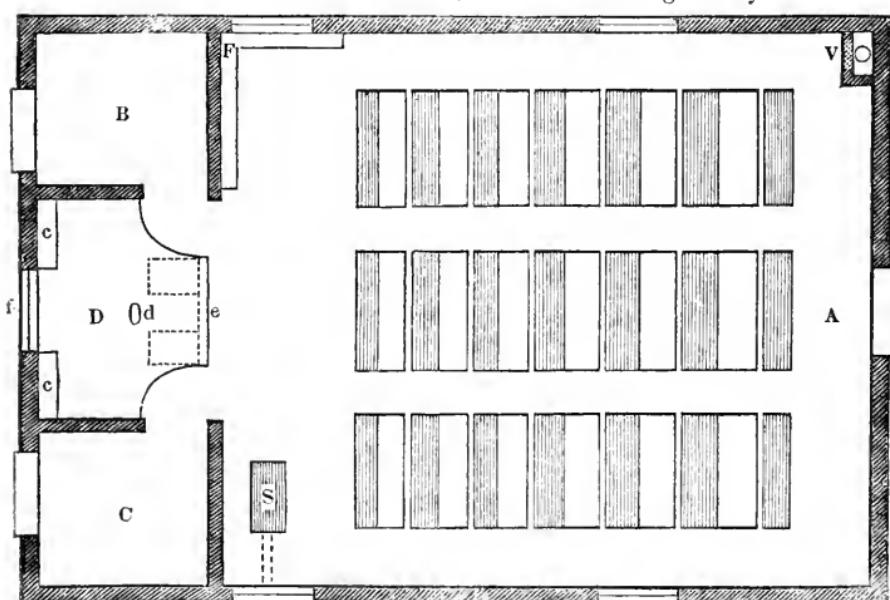
- A. A chamber, for coal or wood.
- B. A revolving grate with a cam motion, by which the ashes are easily detached and made to drop into the ash-pit below.
- C. Ash-pit, by which also the draught can be regulated, and the stove made an air-tight.
- D. Duct, or flue under the floor, by which fresh air from without is admitted under and around the stove, and circulates in the direction indicated by the arrows.

The smoke-pipe is carried in the usual way, high enough to prevent any injurious radiation of heat upon the heads of the pupils below, to the centre of the opposite end of the room, where, after passing through the ceiling, it enters the ventilating flue, which, commencing at the floor, is carried up through the attic and out above the roof, as shown in Figures 3 and 4. The heat of the smoke-pipe produces a lively upward current of the air in the upper portion of the ventilating flue, sufficient to draw off the lower stratum of air near the floor, and at the same time draw down, and diffuse equally through the room, the fresh air which is introduced and warmed by the stove at the opposite end.

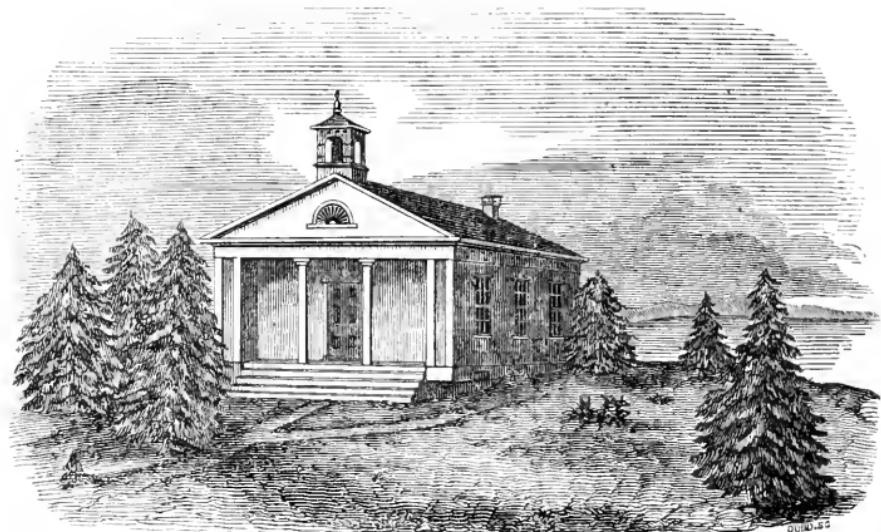


A—Front entrance.
 B—Girls' Entrance and lobby.
 C—Boys' do. do.
 D—Teachers' platform.
 E—Seat and desk, for the pupils.
 S—Mott's ventilating school stove.
 V—Flue for ventilation.

F—Seats for classes at recitation.
 d—Teacher's desk.
 e—Library of reference in front of teacher's desk.
 c—Closets for school library and apparatus.
 f—Fence dividing back yard.



PLAN OF DISTRICT SCHOOL-HOUSE IN BARRINGTON, R. I.



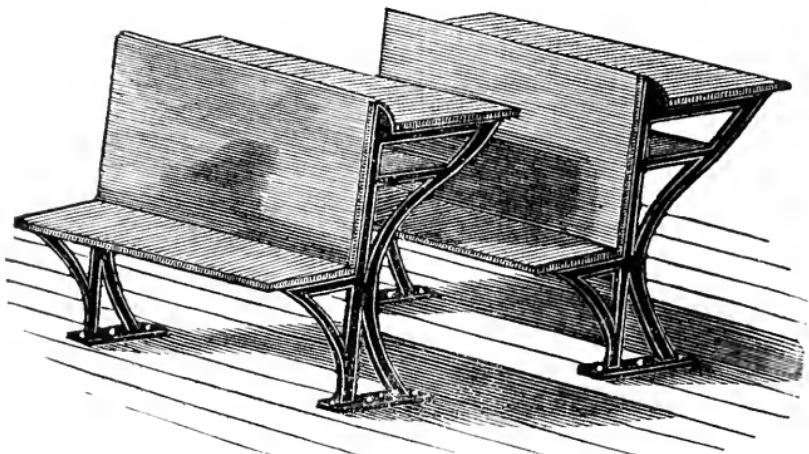
The above cut represents in perspective the new school-house in District No. 2, in the town of Barrington, Rhode Island—the most attractive, convenient, and complete structure of the kind in any agricultural district in the State—and it is believed, in New England.

The house stands back from the highway in a lot, of an acre in extent, and commands an extensive view up and down Narraganset Bay, and of the rich cultivated fields for miles in every other direction.

The building is 49 feet long by 25 wide, and 12 feet high in the clear, and is built after working plans drawn by Mr. Teft, of Providence.

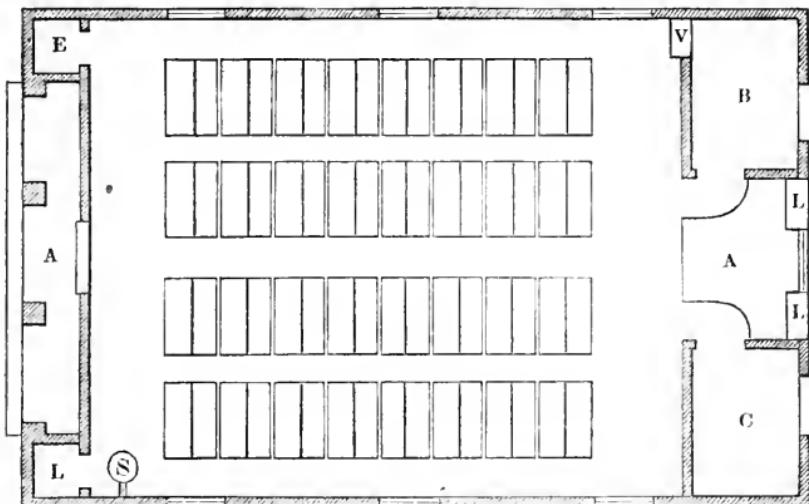
The school-room is calculated to accommodate 64 pupils, with seats and desks each for two pupils, similar to the following cut, and arranged as in Figure 3.

The end-piece, or supports, both of the desk and seat, are of cast-iron, and the wood-work is attached by screws. They are made of eight sizes, giving a seat from ten inches to seventeen, and a desk at the edge next to the scholar from seventeen to twenty-six inches from the floor.



Each pupil, when properly seated, can rest his feet on the floor without the muscle of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back.

The yards and entrance for the boys and girls are entirely separate, and each is appropriately fitted up with scraper, mats, broom, water-pails, sink, hooks and shelves.



A—Front entrance.

B—Girls' entrance and lobby, fitted up with mats, scrapers, hooks, shelves.

C—Boys' entrance.

D—Teacher's platform.

S—Boston Ventilating Stove.

V—Flue for ventilation surmounted, by Emerson's Ejector.

L—Cases for library.

E—Closets for apparatus, &c.

The school is well supplied with blackboards, maps, globes, and diagrams, and such other instrumentalities as are necessary and useful in the studies usually taught in a district school.

There is abundance of unoccupied space around the sides of the room and between the ranges of desks to allow of the free movements of the teacher and of the pupils, in passing to and from their seats.

There is also a district library of about 600 volumes, containing a large number of books of reference, such as Dictionaries, Encyclopedia, and a variety of the best text books in the several studies of the school, to enable the teacher to extend his knowledge, and illustrate his recitations by additional information.

There are about one hundred volumes selected with reference to the youngest class of children, and about 400 volumes in the different departments of useful knowledge, calculated for circulation among the older pupils, in the families of the district generally.

The maps, apparatus and library were purchased by the Commissioner of Public Schools at an expense of \$250, which was contributed by five or six individuals. The building, furniture and land, cost about \$1200.

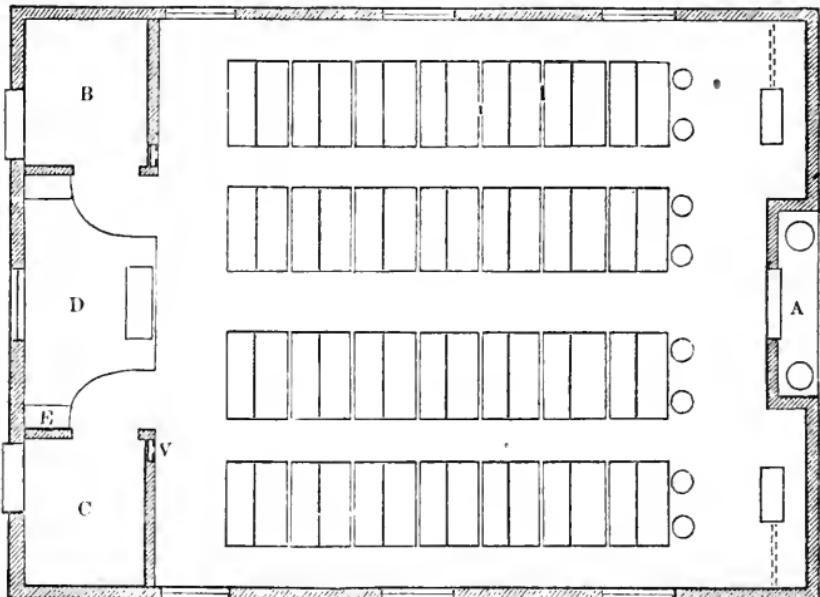
The school-room is warmed and ventilated under the direction of Mr. Gardner Chilson, Boston, by one of the *Boston Ventilating Stoves*, and by a flue constructed similar to those recently introduced into the Boston Public School houses by Dr. Henry G. Clark, and surmounted by Emerson's Ejector.

A cut and description of this stove, and of *Mott's Ventilating Stove* for burning wood as well as coal, is given on the next page.

The flue for ventilation is carried up in the partition wall, and is constructed of well seasoned boards, planed smooth on the inside.

More than sixty District school-houses have been erected in Rhode Island on the same general plan as that presented in the cuts of the Barrington and Gloucester school-house, with some slight variations required by the nature of the site, or the peculiar views of the majority of the district, or of the building committee, in each case. The following plans present some of these modifications. The first is 34 ft. by 25, and the second, 36 ft. by 27.

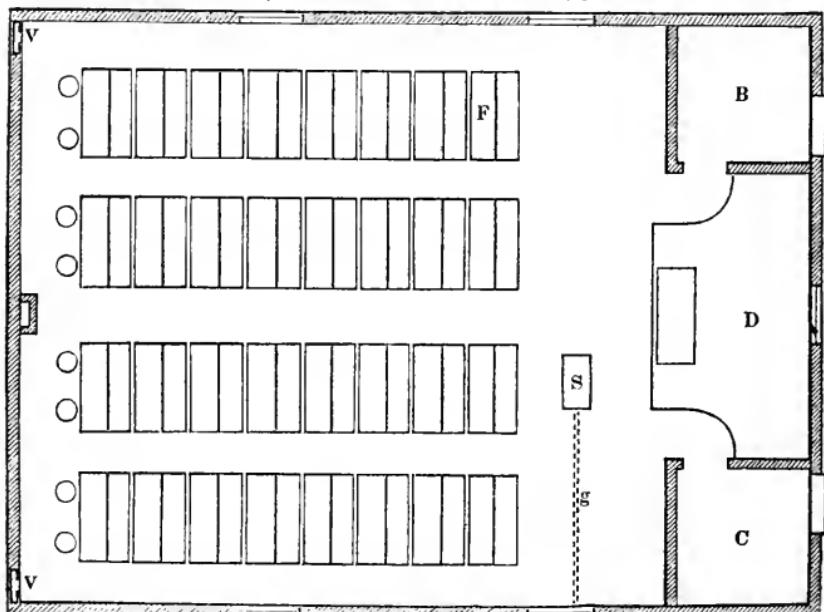
PLAN OF SCHOOL-HOUSE IN DISTRICT NO. 10, CRANSTON.



A—Front entrance.
B—Girls' entrance.
C—Boys' do.

D—Teacher's platform.
E—Library.
S—Worcester Ventilat-
ing Stove.

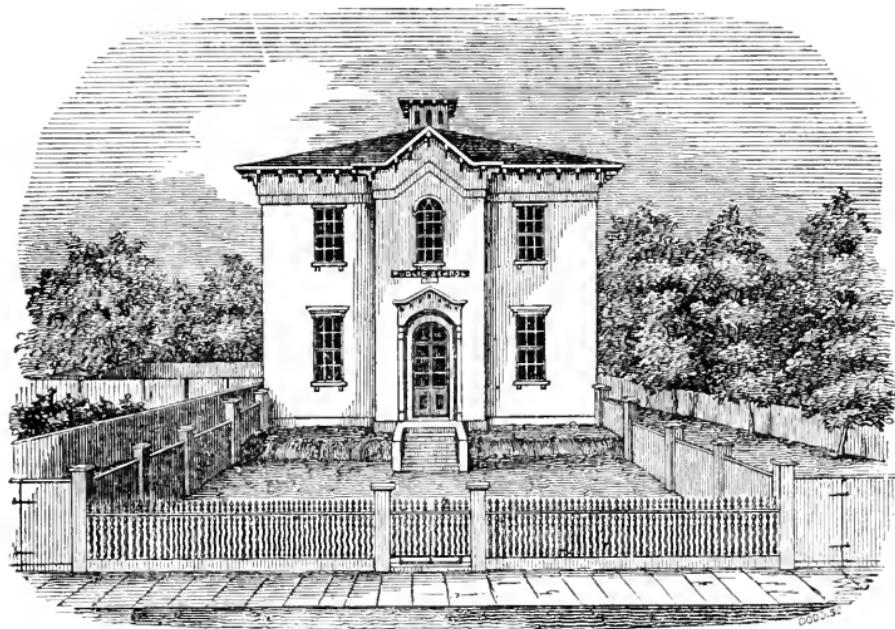
V—Flue for ventilation.
F—Seat and desk with
iron ends.
g—Cold air duct.



PLAN OF SCHOOL-HOUSE AT CLAYVILLE, SCITUATE.

PUBLIC SCHOOL-HOUSE IN WARREN, R. I.

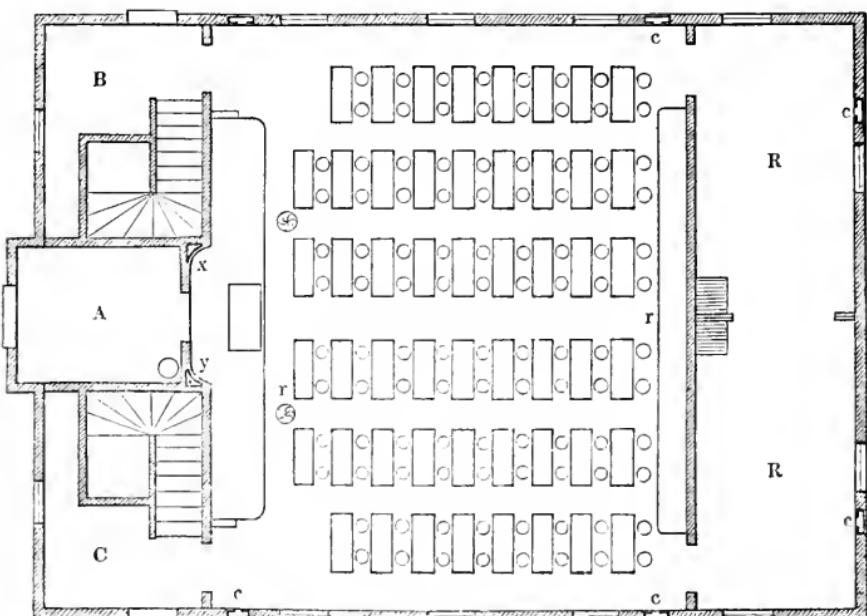
Fig. 1.



THE above cut exhibits a front view of the Public School-house erected in the village of Warren, at the expense of the town, in 1847-48, after drawings made by Mr. T'eft, of Providence, under the directions of a committee of the town, who consulted with the Commissioner of Public Schools, and visited Providence, Boston, Salem, Newburyport and other places, in order to ascertain the latest improvements in school architecture, before deciding on the details of the plan. To this committee, and particularly to two of its members, Mr. E. W. Burr and Mr. G. S. Gardiner, is the town largely indebted for the time and personal supervision which they devoted to this public improvement, from its first inception to its completion, without any other reward than the realization of their wish to secure for their town the best school-house, for the amount of money expended, in the State. The Commissioner of Public Schools remarked, in his address at the dedication of the house, in September, 1848, "that, for location, style, construction, means of warming, ventilation, and cleanliness, and for the beauty and convenience of the seats and desks, he had not seen a public school-house superior to this in New England. It is a monument at once of the liberality of the town, and of a wise economy on the part of the committee." The town appropriated \$10,000, and the committee expended \$8,594.

The opening of the Public School in this edifice was followed by a large increase of attendance from the children of the town.

Fig. 3—FIRST FLOOR.



A—Front entrance.

B—Girls' entrance, with mats, scrapers, hooks for clothes, a sink, pump, basin, &c.

C—Boys' entrance do.

R—Recitation rooms, connected by sliding doors.

R, P—Platform for recitation, with a blackboard in the rear.

T—Teacher's platform.

S—Seats and desks; see page 205.

Q—Library and apparatus.

w—Windows, with inside Venetian blinds.

c—Flues for ventilation in the outer wall.

x—Flue for ventilation, lined with smooth, well seasoned boards.

y—Bell-rope, accessible to the teacher by an opening in the wall.

r—Hot air registers.

Fig. 4.—SECOND FLOOR.

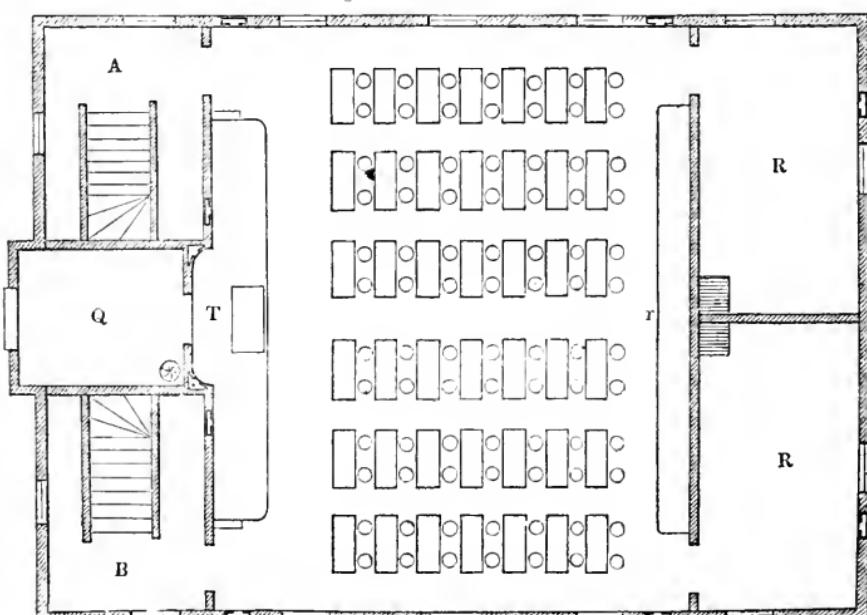
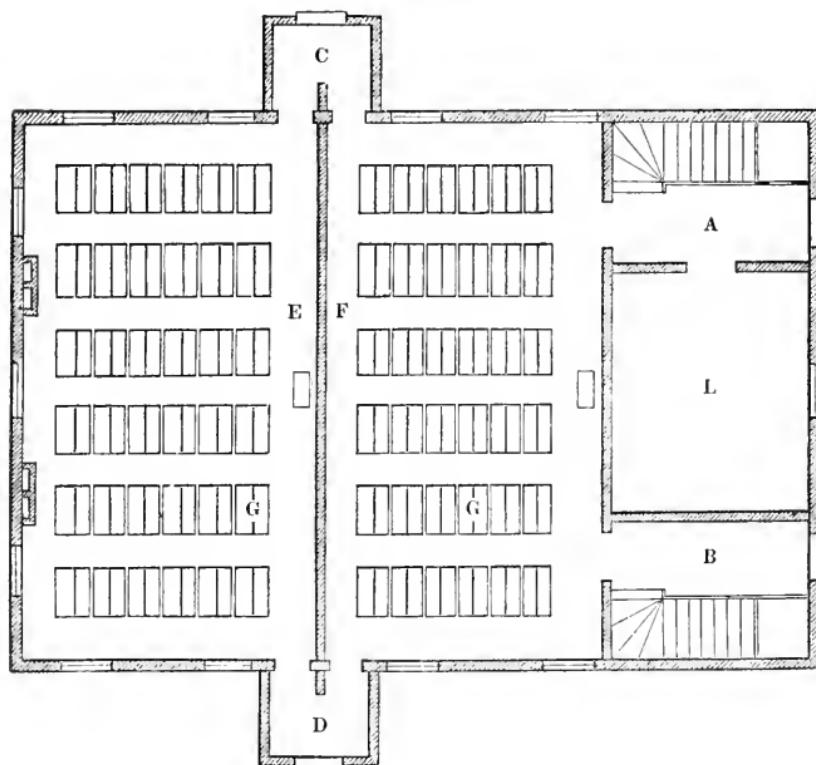


Fig. 1.—PLAN OF FIRST FLOOR.



A—Entrance for Girls to Secondary School, U.

B—“ “ Boys “ “ “

C—“ “ Girls to Primary, E, and Intermediate School, F.

D—“ “ Boys “ “ “ “ “

E—Primary School-room.

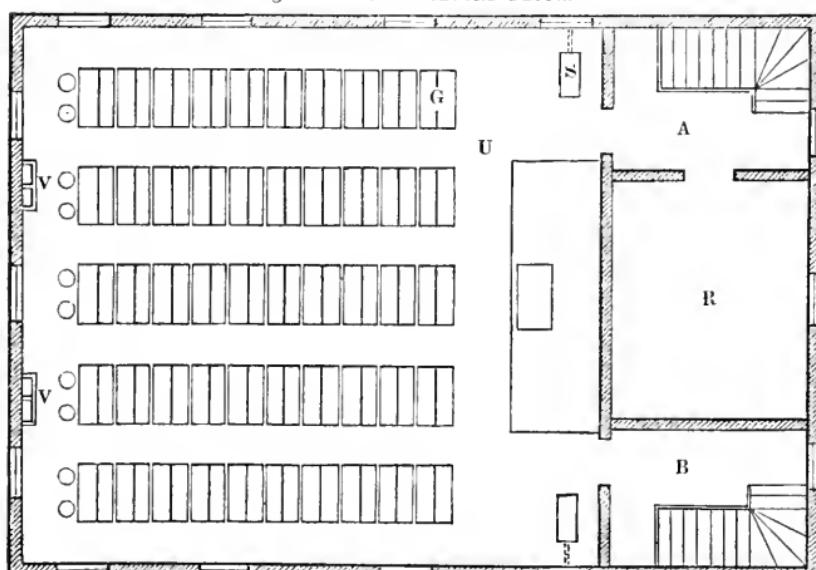
F—Intermediate “

U—Secondary “ L—Manton Gloucester Library of 900 volumes.

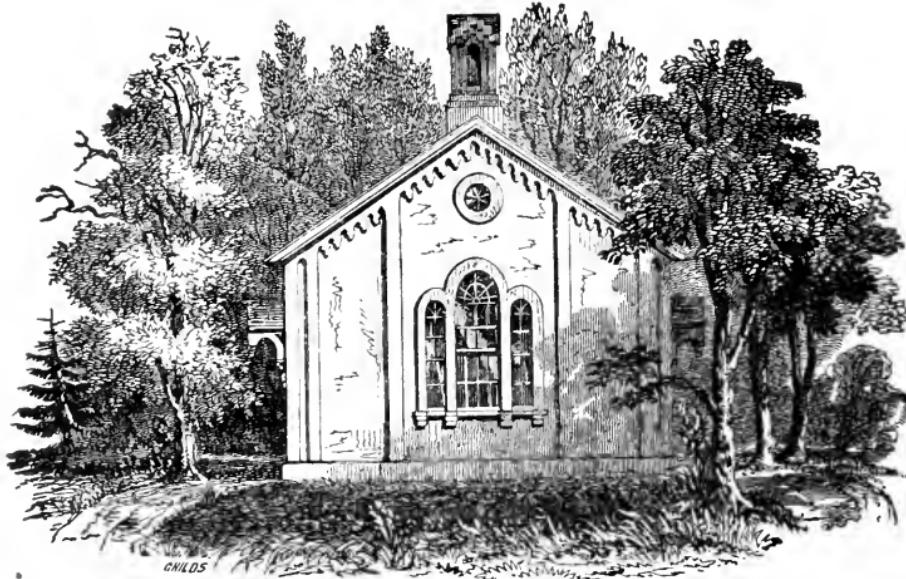
R—Recitation room. S—Stove. V—Flue for ventilation.

G—Seat and desk attached, for two pupils, with iron ends.

Fig. 2.—PLAN OF SECOND FLOOR.



PLAN AND DESCRIPTION OF DISTRICT SCHOOL-HOUSE IN CENTREMILL,
NORTH PROVIDENCE, R. I.



This house was erected after designs by Mr. Teft, of Providence. It stands back from the highway, on an elevated site, in the midst of a grove, and for beauty of design and convenience of arrangement, is not surpassed by any similar structure in New England. It is 26 feet by 51, and 13 feet high in the clear, with two departments on the same floor.

A, Boys' entry, 6 feet by 10.

B, Girls' ditto.

C, Primary department, 25 feet by 25, with desks and seats attached for 70 pupils; *see p. 205.*

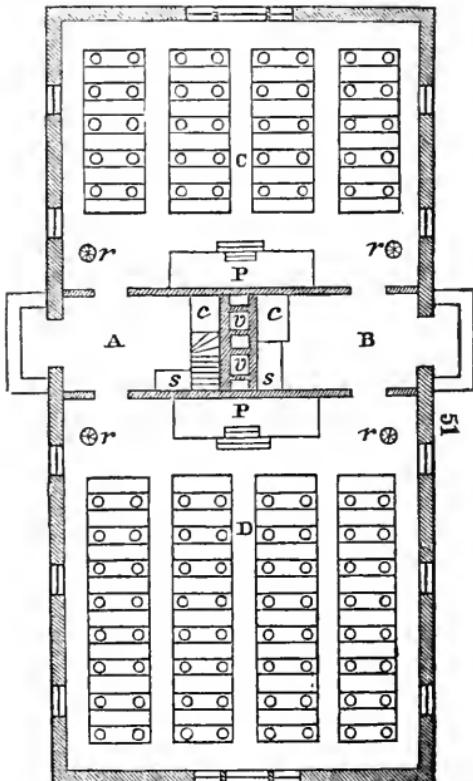
D, Secondary, or Grammar department, 25 feet by 25, with desks and chairs for 64 pupils; *see p. 120.*

r, Register for hot air.

v, v, Flues for ventilation.

c, Closets for dinner pails of those who come from a distance

s, Sink.

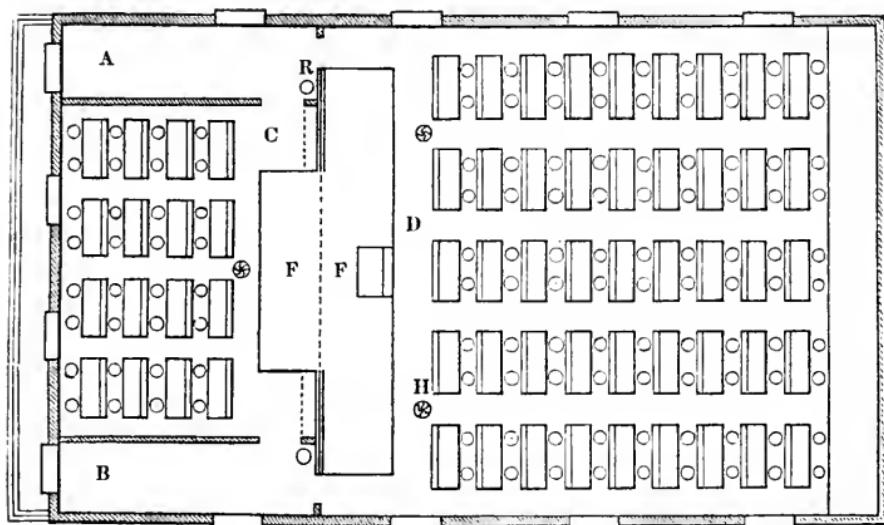


The smoke pipe is carried up between the ventilating flues, and the top of the chimney is finished so as to accommodate the bell.

The perspective of the new school-house at Center Mill, North Providence, on the preceding page, gives a very inadequate idea of the proportion and style of the building itself. Better justice is done to the architect in the view on the next page, of Mr. Kingsbury's Female Seminary in Providence, referred to on page 252, and which is in the same style.

PLAN OF SCHOOL-HOUSE AT WASHINGTON VILLAGE IN COVENTRY, R. I.

The following cut presents the ground plan of the new school-house in the village of Washington, in the town of Coventry, R. I. The location is on the high ground in the rear of the village, and commands an extensive prospect in every direction. The site and yard, occupying one acre, was given to the district by Governor Whipple. The whole structure, without and within, is an ornament to the village, and ranks among the best school-houses in Rhode Island.



A—Boy's entrance.

B—Girl's entrance.

C—Primary school-room.

D—Secondary, or Grammar Department.

E—Teacher's platform.

The two school-rooms can be thrown into one, for any general exercise of the two schools, by sliding doors.

The two rooms are uniformly heated by a furnace in the basement.

There is a well, sink, basin, mats, scrapers, bell, and all the necessary fixtures and appendages of a school-house of the first class.

The cost of the building and furniture was \$2,300.

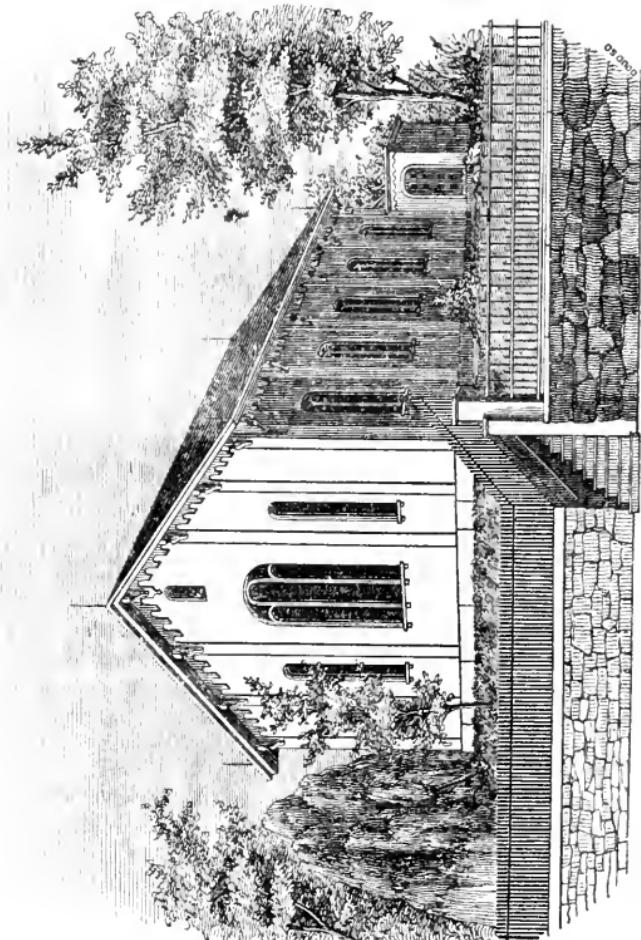
The district possesses a library of upwards of four hundred volumes, the cost of which was raised by subscription in the District.

F—Desks for two, with iron end-piece.

G—Chairs supported on iron pedestal.

H—Register for hot air.

R—Flue for ventilation, within which is carried up the smoke-pipe.



PERSPECTIVE OF MR. JOHN KINGSBURY'S FEMALE SEMINARY, PROVIDENCE, R. I.

